School Committee Meeting

April 23, 2020

7:00 P.M.

Open Session

Remote Meeting

Town of Reading
Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2020-04-23 Time: 7:00 PM

Building: Location:

Address: Agenda: Revised

Purpose: Open Session

Meeting Called By: Linda Engelson on behalf of the Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

		THIS MEETING WILL BE HELD REMOTELY ON MICROSOFT TEAMS
7:00 p.m.		Call to Order
7:05 – 7:20 p.m.	C.	Public Comment For public comment please email dgschoolcommittee@reading.k12.ma.us Emails will be taken up at the meeting if they are relevant 1. Correspondence submitted in advance of meeting 2. Correspondence submitted during the meeting
7:20 – 7:25 p.m.	D.	Consent Agenda -
7:25 – 7:40 p.m.	E.	Reports 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee
7:40 – 7:50 p.m. 7:50 – 8:20 p.m. 8:20 – 9:00 p.m. 9:00 – 9:10 p.m.	F.	New Business 1. Public Hearing on School Choice (Discussion & Vote) 2. Student Opportunity Act Presentation (Discussion) 3. Explanation of Superintendent Evaluation Process (Discussion) 4. Calendar
	G.	Old Business 1.

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.

	H.	Information/Correspondence 1. Email from Sarah McLaughlin – Concerns regarding remote learning plan
	I.	Routine Matters 1. Bills & Payroll Warrants 2. Calendar
	J.	Future Business
9:15 p.m.	K.	Adjourn

**Times are approximate

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Superintendent of Schools

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Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: April 21, 2020

TOPIC: Public Hearing on School Choice

Please find attached the notice of the Public Hearing and School Committee Policy on School Choice about our obligation to decide by June 1st on whether Reading will participate in School Choice. It will be my recommendation that Reading not participate in School Choice because of district enrollment reasons.

If you have any questions, please contact me.

The Reading Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age or disability.

READING PUBLIC SCHOOLS
2020-2021 School Year

	K	First	Second	Third	Fourth	Fifth	Total
Barrows	54	65	64	67	57	78	**385**
Birch Meadow	47	72	67	58	67	62	**373**
Eaton	69	67	75	64	44	66	**385**
Killam	59	79	68	63	67	78	**414**
Wood End	24	44	52	42	48	49	**259**
Total Elementary	**253**	**327**	**326**	**294**	**283**	**333**	**1816**

	Six	Seven	Eight	Total
Coolidge	154/ 26	135/ 23	128/ 21	**417**
Parker	179/ 23	158/ 20	164/ 20	**501**
Total Middle	334	292	291	**918**

	Nine	Ten	Eleven	Twelve	Total
RMHS	341	301	295	333	**1270**
RISE					**94**
District Total					**4098**

DRAFT

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TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: April 21, 2020

TOPIC: Student Opportunity Act Feedback

As part of the recently passed Student Opportunity Act, each school district is required to submit a three-year student opportunity plan. Prior to the submission of the plan I would like to give School Committee members the opportunity to give me any feedback on the plan. I have attached a copy of the plan for your review.

If you have any questions, please contact me.

The Reading Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age or disability.

When students go deep in their learning, they turn every challenge into an opportunity to shine.

Student Opportunity Plans for Reading

SY21-SY23

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

1

Student Opportunity Act

The Student Opportunity Act (Chapter 132 of the Acts of 2019) requires districts to submit three-year, evidence-based plans to the Department by April 1, 2020 (Date has been changed to at least May 15th). The plans will address four areas outlined in the law:

- Identify specific evidence-based programs the district intends to implement to effectively reduce disparities among student subgroups;
- Outline how G.L. c. 70 funds, as well as other local, state, and federal funds, will be used to implement the plan, including an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;
- Establish targets and outcome measures for addressing persistent disparities in achievement among student subgroups; and
- Specify ongoing plans to effectively engage families and measure family engagement efforts.

2

Student Opportunity Commitments

The Department has established a template that asks each district to make 4 "Student Opportunity Commitments" in order to close opportunity and achievement gaps among student subgroups:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

3

Checklist (1 of 3)

Commitment #1 – Focusing on Student Subgroups

- ✓ Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities. Data sources could include: DESE's accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

Commitment #2 – Using Resources and Evidence-Based Programs to Close Gaps

- ✓ Consider **selecting from the evidence-based program examples** identified by DESE.
- ✓ **Describe each program**, making sure to include a high-level summary of the program in FY21 and any expected changes for the following two years, which schools in the district will be impacted by the program (answer can be district-wide), and which student subgroups the program will address.
  - Please note that the federal definition of supplanting does not apply to incremental Chapter 70 funding.
- ✓ Identify **how** the program is evidence-based.
- ✓ Fill in the table with the following **budget information for FY21**: 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).

4

Checklist (2 of 3)

Commitment #3 – Monitoring Success with Outcome Metrics and Targets

- ✓ Select **at least 3 outcome metrics** to include in your plan. These can include metrics from the list provided by DESE (p 14) or custom district metrics.
- ✓ Where possible, **align outcome metrics with the evidence-based programs** described in Commitment 2.
- ✓ Each district must also **identify targets for each metric**. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will notify you of the targets. Districts choosing their own metrics will be required to update their plans with targets in the fall. For more information, see pages 13-14.

Commitment #4 – Engaging All Families

- ✓ Describe your district's ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- ✓ Explain how your district will measure increases in family engagement based on these efforts.

Checklist (3 of 3)

Certifications

- ✓ Certify that you engaged stakeholders as specified by the law: "Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district."
- ✓ Describe your district's stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- ✓ School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

Suggestions for Successful Planning

Focus on evidence-based program selection

The primary focus will be on which **evidence-based programs a district is selecting and the resources being allocated to those programs.** The commissioner and his leadership team selected 17 examples of programs based both on evidence and experience seeing these programs move the needle for students.

- **Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.**
- Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law.

Thoughtfully engage your community

We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs.

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Suggestions for Successful Planning

Do a few things well

Commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups. A completed Student Opportunity Plan should **not** look and feel like a comprehensive strategic plan.

- **Remember that districts can "adopt, deepen or continue" evidence-based programs.** Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
- If districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21. **SOA programs are not limited to incremental Chapter 70 funding; districts should consider all resources in developing these programs.**

Focus on implementation

We are interested in **concise, thoughtful commitments that will be backed up by high-quality implementation.** We **strongly recommend districts keep their plans to a similar length as the sample template in this guidance document.** Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

8

Questions

9

Evidence-based programs: 17 examples of high-quality programs (Reading Proposed in bold face)

Enhanced Core Instruction

1. **Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers***
2. **Research-based early literacy programs in pre-kindergarten and early elementary grades***
3. Early College programs focused primarily on students under-represented in higher education*
4. **Supporting educators to implement high-quality, aligned curriculum**
5. Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities

Targeted Student Supports

6. **Increased personnel and services to support holistic student needs**
7. Inclusion/co-teaching for students with disabilities and English learners
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners
9. Dropout prevention and recovery programs

10

Evidence-based programs: 17 examples of high-quality programs *(cont.)*

Talent Development

10. **Diversifying the educator/administrator workforce through recruitment and retention***
11. Leadership pipeline development programs for schools
12. **Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers**
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions

Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services
15. Parent-teacher home visiting programs
16. Labor-management partnerships to improve student performance
17. **Facilities improvements to create healthy and safe school environments**

** The commissioner is encouraging the adoption of Priority Programs and will likely offer competitive grant funds*

The above evidence-based programs correspond to the program categories outlined in the SOA. See the footnote on page 6 for the full list of SOA program categories.

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SOA Program Categories

The SOA outlines 9 evidence-based program categories and provides opportunity for additional programs determined to be evidence-based by the commissioner.

A. Expanded learning time in the form of a longer school day or year;
B. Increased opportunity for common planning time for teachers;
C. Social services to support students' social-emotional and physical health;
D. Hiring school personnel that best support improved student performance;
E. Increased or improved professional development;
F. Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks;
G. Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations;
H. Diversifying the educator and administrator workforce;
I. Developing additional pathways to strengthen college and career readiness;
J. Any other program determined to be evidence-based by the commissioner.

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Reading's Proposed Plan

13

Commitment 1
Focusing on Student Subgroups

14

Commitment 1
Focusing on Student Subgroups

In our analysis of our district data, our students with disabilities, High Needs, English Language Learner, African American, and Hispanic students are not as successful on the MCAS outcomes as their peers. Our analysis also shows that if a student is in more than one of these subgroups, the increased likelihood that they are not as successful as their peers.

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Commitment 2
Using Evidence Based Programs to Close Gaps

16

Evidence Based Program 1
Supporting educators to implement high-quality, aligned curriculum

As we align our curriculum to the Massachusetts Curriculum Frameworks, we will be focusing our curriculum purchases, professional development, and instructional practices in the following areas over the next three years:

- Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas.
- Develop and begin implementation of a five-year special education program review cycle.
- Continue completion of curriculum guides, PreK-12.
- Develop and implement standards-aligned curriculum in K-12 social studies.
- Review, pilot, and implement standards-aligned curriculum material in Grade K-12 mathematics, beginning with Grade 7 and 8.
- Continue to commit resources to enhancing the workshop model for writing, reading, and mathematics.

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Evidence Based Program 1
Supporting educators to implement high-quality, aligned curriculum (cont.)

- Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff.
- Align teacher induction and mentoring program to reflect district expectations.
- Work with Teacher Assessment Process Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year.
- Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.
- Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth
- Identify appropriate assessments to identify students with disabilities and use the appropriate specialized instruction.

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Evidence Based Program 2
Research-based early literacy programs in pre-kindergarten and early elementary grades

- Review high quality instructional materials for PreK-2 literacy.
- Review, identify, and implement valid assessments for students.
- Provide interventions to students who need them.
- Provide ongoing professional development in literacy instruction and intervention strategies for teachers.
- Implement a Dyslexia Screening tool based on DESE guidelines during the 2020-21 school year.
- Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.
- Identify appropriate assessments to identify students with disabilities and use the appropriate specialized instruction.
- Continue to commit resources to enhancing the workshop model for writing, reading, and mathematics.

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FY21 Budget for Evidence Based Program 1 and 2

FY21 Budget Items	Amount	Foundation Category
Curriculum Material	$194,050	Instructional Materials, Equipment, and Technology
Professional Development Expenses	$ 92,921	Professional Development
Evidence Base Program Identified by DESE	Support Educators to implement high-quality, aligned curriculum	
SOA program categories:	Increased or improved professional development (E) and Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)	

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Evidence Based Program 3

Diversifying the educator/administrator workforce through recruitment and retention.

Our teacher and administrator workforce does not mirror our student population, especially with our students of color. In the FY21 budget, an HR/Payroll administrative assistant has been added which will allow our Human Resources Administrator to allocate more time to recruitment and retention. This includes the development of a three year induction program for all teachers new to Reading.

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FY21 Budget Items	Amount	Foundation Category
1.0 FTE HR/Payroll Administrative Assistant	$60,000	Administration
Mentor Stipends	$66,500	Professional Development
Evidence Base Program Identified by DESE	Diversifying the educator/administrator workforce through recruitment and retention	
SOA program categories:	Hiring school personnel that best support improved student performance (D) and Diversifying the educator and administrator workforce (H)	

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Evidence Based Program 4
Facilities improvements to create healthy and safe school environments

Over the next few years, the Reading Public Schools will be improving the safety and security of their current school facilities and exploring options to increase classroom space for preschool, full day kindergarten, enrollment increases, and indistrict special education programs. Below are some of the projects that are being implemented.

- Two or three new modular classrooms at Birch Meadow Elementary School to address enrollment and increased enrollment in special education programs (FY21).
- Implementation of security enhancements to improve the safety and security of our facilities for our students and staff (FY21 and 22). The security features will improve access controls and cameras at school buildings while maintaining the learning environment for all students.
- In FY20, an elementary school space and enrollment study was completed which presented several options to solve the growing need for educational space to address programmatic needs of full day kindergarten, indistrict special education programs, and preschool. This will be an ongoing community discussion over the next several months.

23

FY20 and FY21 Capital Budget Items	Amount	Foundation Category
Modular Classrooms	$1,250,000	Operations and Maintenance
Town and School Building Security Project	$4,500,000	Operations and Maintenance
Evidence Base Program Identified by DESE	Facilities improvement to create healthy and safe school environments	
SOA program categories:	Any other program determined to be evidenced based by the commissioner (J).	

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Future Evidence Based Programs

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Evidence Base Program 5
Expanded access to full-day kindergarten

Reading is one of the few communities in Massachusetts that does not have tuition free full day kindergarten. Currently, 90% of our students are in a tuition based full day kindergarten program which creates educational and logistical challenges for our students. Over the next few years, we will be exploring options as to how we can provide access to full day kindergarten for all students. Currently, this would require an additional $1,200,000 to our operating budget.

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FY21 Budget Items	Amount	Foundation Category
Tuition Offset to Budget for Full Day Kindergarten	$1,200,000	Classroom and Specialist Teachers; Administration
Evidence Base Program Identified by DESE	Expanded access to full-day, high-quality kindergarten	
SOA program categories:	Hiring school personnel that best support improved student performance (D); Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F); Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations (G)	

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Evidence Based Program 6

Increased staffing to expand student access to arts, computer science, enrichment, strategic scheduling to enable common planning time for teachers

For more than 30 years, elementary students in Reading have been dismissed two hours earlier than the regular dismissal time on Wednesdays in order to be able to provide necessary planning time and professional development for teachers. In a future budget, it should be explored to increase staffing in the arts, computer sciences, and other enrichment activities so that planning and professional development opportunities are scheduled during the regular school day and thus eliminating the Wednesday early release day at the elementary schools.

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Future Budget Items	Amount	Foundation Category
Increased elementary staffing to arts, computer science and enrichment	$600,000	Classroom and Specialist Teachers
Evidence Base Program Identified by DESE	Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers.	
SOA program categories:	Increased opportunity for common planning time for teachers (B); Hiring school personnel that best support improved student performance (D)	

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Evidence Based Program 7
Increased personnel and services to support holistic student needs

In future budget years, this is an area of need where we need to increase our school adjustment counseling staff at the elementary level, improve academic interventions through tutoring at the middle and high school level, and increase guidance and behavioral health counseling services at the middle and high school level. This would be embedded staff in each school to coordinate supports and services for students.

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Future Budget Items	Amount	Foundation Category
Increased counseling and academic intervention staff PreK-12	TBD	Guidance and Psychological
Board Certified Behavior Analyst	TBD	Guidance and Psychological
Evidence Base Program Identified by DESE	Increased personnel and services to support holistic student needs	
SOA program categories:	Social services to support students' social-emotional and physical health (C); Hiring school personnel that best support improved student performance (D)	

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Commitment 3

Monitoring Success with Outcome Metrics and Targets

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Commitment 3
Outcome Metrics

- DESE outcome metrics:
  - Accountability classification
  - ELA mean student growth percentile
  - Mathematics mean student growth percentile
  - ELA achievement
  - Mathematics achievement
  - Science achievement
  - Percentage of 11th and 12th graders completing advanced coursework
  - Extended engagement rate for high school completion (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
- Custom district metrics
  - Engagement, Safety, and Environment Sections of the Views of Climate and Learning (VOCAL) Survey

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Commitment 4
Engaging All Families

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Commitment 4
Engaging All Families

- At the school level, where appropriate and necessary, staff will implement home visiting programs to increase dialogue between school and families.
- Each school holds open house and back to school night events for all families.
- Weekly school and district newsletters sent to all families.
- Weekly office hours during different times of day at different school sites with the Superintendent of Schools.
- District leaders attend monthly SEPAC meetings.
- School and district leaders hold meetings with METCO parents in Boston at least twice a year.
- Beginning in SY2021, district leaders will meet with the PTO Presidents quarterly.
- During SY2020 and 2021, schools and district will engage families in the portrait of graduate work where a vision of the skills and dispositions that we want our students to have when they leave high school will be generated.

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Stakeholder Feedback on Student Opportunity Plans

- Hold at least one community listening session
- Send out an online survey to gather feedback
- Present information at SEPAC meeting for feedback
- Have School Committee hold a public comment section at one of the meetings
- Have school leaders get feedback at a staff meeting

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Questions

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Thank You

http://www.doe.mass.edu/commissioner/spec-advisories/soa.html

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

38

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Reading Public Schools
Office of the Superintendent

Memo

To: Reading School Committee

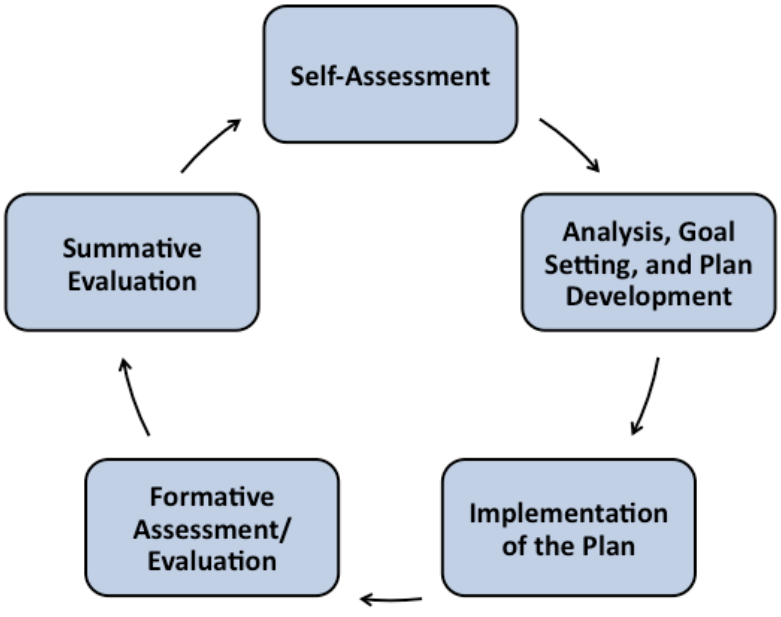
From: John F. Doherty, Ed.D., Superintendent of Schools

Date: 4/21/2020

Re: Superintendent's Evaluation

As part of the DESE Educator Evaluation Process, the School Committee evaluates the Superintendent of Schools annually in public session. This multi-step process encompasses a five-step cycle. That cycle is outlined below.

Five-Step Cycle of Continuous Improvement for Superintendents (Source DESE)
The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar[1] includes the following steps:



[1] School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

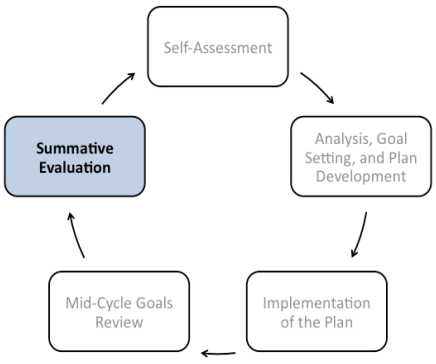
Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.[2] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan.[3] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	**Step 4: Formative Assessment/Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards.

The step that you will be involved in at this point in the year is Step 5 or the Summative Evaluation step of the cycle. This part of the process uses an evaluation form with rubrics that has been developed by the Department of Elementary and Secondary Education. A description of Step 5 is as follows:

[2] Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

[3] The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

I. Step 5: Summative Evaluation



The final step of the cycle is the Summative Evaluation. The general summary of Step 5 is as follows:

- **The superintendent submits an End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.**

The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.

- **Each committee member reviews the evidence and report prepared by the superintendent.**

School committee members review the report, alongside any other relevant evidence, for the purpose of arriving at an assessment of progress on goals, a rating of the superintendent's performance on each of the Standards based on progress on goals and the focus Indicators related to that Standard, and an overall rating of the superintendent's performance.

- **The school committee chair drafts a Summative Evaluation Report.**

The school committee chair compiles the Summative Evaluation Reports prepared by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

- **The school committee adopts a final Summative Evaluation Report.**

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report.

The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing the superintendent with valuable information as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.

II. Conditions for Effective Implementation

Sufficient evidence collection. At this stage, a school committee should have multiple data points for each Standard and focus Indicator, including multiple measures of student learning, evidence of the superintendent's practice (including artifacts and observations), feedback from staff, and other evidence related to performance Standards as determined at the outset of the evaluation cycle.

The Role of the End-of-Cycle Summative Evaluation Report. The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and align each to focus Indicators from the four Standards of performance.

- The superintendent and/or chair annotate the Summative Evaluation Report to reflect goals, Standards, and focus Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual Summative Evaluation Reports.
- The school committee chair or designee uses it to draft a composite Summative Evaluation Report
- The school committee chair or designee record the Summative Evaluation Report adopted by the school committee.

In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

Evidence-Based Performance Ratings. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for a superintendent. That said, a holistic approach to evaluation does not equate to a "black box" from which school committee members can determine a performance rating. Members must adhere to the process articulated at the outset of the evaluation (see Organizing the Process), and use the evidence collected and presented to drive their assessment of administrator's practice.

Regular collaboration and calibration with committee members and the superintendent around expectations of effective leadership practice is also critical to ensuring that evidence-based performance assessments are reinforcing a shared vision of effective leadership.

III. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

The information below gives guidance to each individual School Committee member as he or she completes the Summative Evaluation Form. This form is attached to the packet and will be sent electronically to the School Committee.

Step 1: Individual members assess goal attainment. First, each committee member reviews the superintendent's End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the superintendent has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Step 2: Individual members rate performance against the Standards. Next, each member renders a judgment about the superintendent's performance against each Standard, rating it:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

To reach a judgment on each standard, the committee member assesses performance against each indicator, taking into account, at a minimum, the progress on the goals most directly related to each standard. A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient and* represents a regional or state model. For new superintendents, a rating of *Needs*

Improvement should be seen as developing, reflecting the judgment that the new superintendent's performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Committee members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings. Although written comments are encouraged for all ratings, they are essential when ratings point to *Exemplary* or less-than-*Proficient* performance.

Step 3: Individual members rate overall performance. Third, each member renders a single overall summative judgment of the superintendent's performance based on performance against each of the four Standards and attainment of the goals detailed in the Superintendent's Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory, Needs Improvement, Proficient,* or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of *Exemplary, Unsatisfactory* or *Needs Improvement* should be accompanied by written comments explaining the rationale and evidence for the rating.

Step 4: **Individual members share a draft of their summative evaluation with the Superintendent.** As part of the process, each School Committee member shares and discusses a draft of the summative evaluation with the Superintendent. At this point, the School Committee member may change their draft report or leave it the same prior to final submission.

Step 5: The chair compiles individual ratings and drafts summative evaluation. The chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the superintendent and school committee in advance of a public meeting via the School Committee packet. When compiling individual members' evaluation reports, the chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the superintendent's performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and committee evaluations are public documents under Massachusetts law.

Step 6: Committee discusses and adopts End-of-Cycle Summative Evaluation Report. At a public meeting of the school committee at which the superintendent is present, committee members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the superintendent's personnel file.

IV. The timeline for this process is as follows:

1. **April 23rd School Committee Meeting-**At the April 23rd School Committee meeting, I will present to you the process outlined above and provide all of the necessary forms that you will need to complete. At this meeting, I will also discuss with you the process that you will use to develop your individual evaluations. This is described above in this memo.

2. **April 30th School Committee Meeting-**I will review for you the evaluation evidence that I will include in that School Committee Packet. This evidence, along with all of the other information that you have been given during this school year, will help inform you as you develop your individual evaluation.

3. **May 1-May 14th-**Each School Committee member completes a draft copy of the End of Cycle Summative Evaluation Report and sends the completed copy to both the Chair of the School Committee (or designee) and the Superintendent of Schools.

4. **May 14th-May 21st-**The Superintendent of Schools will meet with each individual School Committee member to discuss the draft evaluation that he or she has completed. Based on the conversations, the School Committee member has with the Superintendent, the School Committee member may revise the individual summative evaluation.

5. **May 24th-**The School Committee Chair (or designee) will receive all final individual summative evaluations. The Chair or designee will then compile a draft End-of-Cycle Summative Evaluation Report to present to the superintendent and school committee in advance of a public meeting.

6. **June 8th-**School Committee Chair presents the draft End of Cycle Summative Evaluation Report to the Superintendent and School Committee in the School Committee packet.

7. **June 11th -**School Committee meeting to discuss and approve Summative Evaluation Report.

V. DESE Video on Deciding and Reporting Ratings

The Department of Elementary and Secondary Education have created five videos on the evaluation process for Superintendents. You can find all five videos here. The fifth and final video in the series is on deciding and reporting ratings, which is the phase that you are at right now. You can access that video link below.

https://youtu.be/LryrE0ZHRKw

INDICATOR RUBRIC FOR SUPERINTENDENTS

Reading Public Schools

Abstract

The Indicator Rubric for Superintendent Evaluation is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Department of Elementary and Secondary Education

Indicator Rubric for Superintendent Evaluation for Reading Public Schools

*The **Indicator Rubric for Superintendent Evaluation** is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.*

Designed around the 21 Indicators from the Standards of Effective Administrative Leadership (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The *Role* of the School Committee***:* The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The *Composition* of a School Committee***:* The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The *Focus* of a School Committee***:* School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A *Public* Process**. The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to **ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to **ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness**.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measures student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to **ensure that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.**	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: • Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice.	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific.	**Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions,** as evidenced by: • Support to all administrators in developing SMART goals aligned to school and district priorities, • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and • Frequent observations of and feedback to administrators on effective leadership practice.	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district's strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	**Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning.** Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district's strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	**Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.** *There are no associated performance descriptors for the Student Learning Indicator.* For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.			

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	**Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district,** as evidenced by: • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students.	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the **implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice,** as evidenced by districtwide systems that support: • Hiring and retaining a diverse workforce; • Comprehensive induction supports for new educators; • Job-embedded professional development aligned with district goals; and • Distributed leadership opportunities to support educator career growth.	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: • comprehensive induction supports for all new educators; • job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and • formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	**Uses systems to ensure optimal use of time for teaching, learning, and collaboration,** as evidenced by: • school schedules that maximize student access to quality instructional time and minimize school day disruptions; and • regular opportunities for administrators to collaborate.	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	**Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines,** and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
II-E. Fiscal Systems	Develops a budget that does not align with the district's goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district's vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	**Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources;** and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district's vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	**Invites families to participate in the classroom and school community,** but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that **welcome and encourage every family to actively participate in the classroom and school community,** and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote **continuous collaboration with families to support student learning and development both at home and at school,** as evidenced by: • the collaborative identification of each student's academic, social, emotional, and behavioral needs; and • connecting families to the necessary resources and services within the school and the community to meet students' learning needs.	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	**Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance,** that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home language**s**, culture, and values.
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	**Addresses family concerns in an equitable, effective, and efficient manner,** and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by: 1. a failure to develop or articulate the district's mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters.	May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by: 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making.	**Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:** **1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.** **2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.**	Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including: 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B. Cultural Proficiency	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	**Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected,** as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	**Demonstrates strong interpersonal, written, and verbal communication skills**, as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district**.** Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	**Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results,** as evidenced by: • Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and • Engaging in their own continuous learning to improve leadership practice. **Models these behaviors in their own practice.**	Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: • Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and • Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	**Continuously engages all stakeholders in the creation of** (or commitment to) **a shared educational vision** focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.[1]	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

[1] The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	**Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities,** while maintaining a commitment to decisions that are in the best interest of all students**.**	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

READING PUBLIC SCHOOLS SUPERINTENDENT EVALUATION

Summative Form

2019-2020 School Year

School Committee Member Name
[Email address]

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent: _____ _____ _____

Evaluator: _____ _____ _____

Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	1A, 1B, 1C, 1E	During the 2019-20 school year, I will lead the Reading Public Schools to improve data systems, provide training and support for staff, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student engagement, improvement in academic achievement and access to higher level courses, a decrease in discipline referrals and student absenteeism, and an increase in teacher efficacy. This implementation will be done through three specific strategic objectives as evidenced in our District Improvement Plan: *Data Systems, Coherent Instructional Systems, Safe and Supportive Learning Environment.*	☐	☐	☐	☐	☐
Professional Practice Goal 1	IIA	To improve the physical and psychological security of our schools through changes in policies, procedures, infrastructure, and safety drills. This will be measured by survey data of staff, students, and parents of perception of safety, updated policies and procedures regarding safety, improved drill practices by each school, and updated infrastructure to our schools.	☐	☐	☐	☐	☐
Professional Practice Goal 2	IIA, IIE	To work with the Town Manager, Chief Financial Officer, and Director of Facilities to develop a multi-year capital plan to upgrade and improve school facilities. This will be measured by a completed plan for the project which has the support of Town Meeting and progress on project timelines, funding dependent.	☐	☐	☐	☐	☐
Professional Practice Goal 3	IIIA, IIIC, IVF	Over the next two years, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used to develop our next three year district improvement plan.	☐	☐	☐	☐	☐
District Improvement Goal 1	1E	The school district will refine and support a data system built to inform our work. The system will monitor instructional supports, and appropriate interventions for students.	☐	☐	☐	☐	☐
District Improvement Goal 2	1A, 1B, 1C, 1F	Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.	☐	☐	☐	☐	☐
District Improvement Goal 3	IIA	Based on data analysis, the school district will monitor student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.	☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. **Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. **Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. **Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

District Improvement Plan Superintendent's Educator Plan 2019-20 School Year

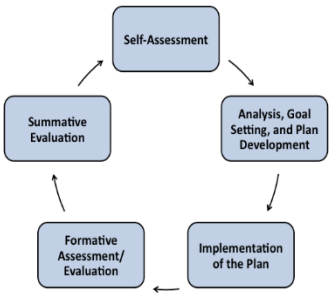
Reading Public Schools

John F. Doherty, Ed.D.

10/28/2019

Overview

I am pleased to present to the School Committee and the Reading Community the District Improvement Plan and the Superintendent's annual goals for the 2019-20 school year. The Superintendent's annual goals are aligned to the 2019-20 District Improvement Plan goal and action plans which focus on improving student learning for *all* students.



The evaluation process as outlined in the Department of Elementary and Secondary Education Evaluation regulations, is as follows:

Annual Five-Step Cycle of Continuous Improvement (Source DESE)

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar[1] includes the following steps:

Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.[2] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan.[3] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	**Step 4: Formative Assessment/Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards.

[1] School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

[2] Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

[3] The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Reading Public Schools District Improvement Plan
Strategy and Goals for Improvement of Student Outcomes (2019-2020 School Year)

Our Mission

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Our Vision

It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading.

Our Theory of Action

If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.

District Goal for 2019-2020 School Year

During the 2019-20 school year the Reading Public Schools will improve data systems, provide training and support for staff, and enhance a safe and supportive learning environment for all students. The success of our students will be evidenced by the following:

- an increase in student engagement (through survey and observation)
- improvement in academic achievement (through state testing and other identified assessments)
- a decrease in the average number/month discipline referrals
- a decrease in the proportion of students with 10 or more absences
- an increase in teacher efficacy as measured by survey data.

Strategic Objectives

Strategic Objective A *Data Systems*	Strategic Objective B *Coherent Instructional Systems*	Strategic Objective C *Supportive and Safe Learning Environment*
The school district will refine and support a data system built to inform our work. The system will monitor instructional supports, and appropriate interventions for students.	**Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.**	**Based on data analysis, the school district will monitor student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.**

Strategic Initiatives

• Identify data that will be used for analysis and select district baseline data to establish targets for improvement • Conduct data analysis at student, building, and district level. District level analysis will include cohort analysis on performance and enrollment • Implement data analytics tool to facilitate collection and analysis of data	• Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas. • Develop a five-year special education program review cycle. • Continue completion of curriculum guides, PreK-12. • Develop and implement curriculum in middle school social studies.	• Complete PK-12 SEL curriculum guides • Align K-5 SEL report card standards • Provide Professional development in SEL, trauma, equity and diversity • Develop plan for family and community awareness and engagement of SEL standards and practices

• Hold a quarterly data review cycle for the district • Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth • Continue NEASC work at RMHS • Begin analysis of current Student Information Management System • Convene a district data team to review YRBS data and recommend next steps • Work with stakeholders to develop a vision of the graduate (November, 2020)	• Review and pilot curriculum material in Grade 7 and 8 mathematics. • Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff • Align teacher induction and mentoring program to reflect district expectations • Work with TAP Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year. • Pilot Dyslexia Screening tool in Grades K-2 at Joshua Eaton. Develop a plan based on DESE guidelines for district implementation during the 2020-21 school year. • Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.	• Develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health • Build a more supportive school climate (PBIS) to reduce the use of exclusionary discipline while promoting a supportive school culture (restorative practices) • Coordinate resource list of state agency services for district-wide response plan for students • Continue to move forward on capital project focused on town and school security • Continue elementary space needs and enrollment study and prepare recommendations to the School Committee and Community for approval.

Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments (elementary Fountas and Pinnell and AMC).
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline, funding dependent).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue, funding dependent).
- By November, 2020 a vision of the graduate for the Reading Public Schools will be approved and inform are work for the next District Improvement Plan.

Superintendent's Goals

Goal #1-Student Learning Goal (Aligned with Strategic Objectives A, B, and C)

During the 2019-20 school year, I will lead the Reading Public Schools to improve data systems, provide training and support for staff, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student engagement, improvement in academic achievement and access to higher level courses, a decrease in discipline referrals and student absenteeism, and an increase in teacher efficacy. This implementation will be done through three specific strategic objectives as evidenced in our District Improvement Plan: *Data Systems, Coherent Instructional Systems, Safe and Supportive Learning Environment.* The progress of this goal will be measured in the following areas:

Measures of Progress Towards our Goal During the 2019-2020 School Year

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments (elementary Fountas and Pinnell and AMC).
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue).

Goal 1-Student Learning Goal: Planned Activities *Describe actions the educator will take to attain the student learning goal(s).* *Activities may apply to individual and/or team.*			
Action	**Supports/Resources from School/District[1]**	**Timeline or Frequency**	**Status**
1. Work with Central Office Administrators, Principals, and Directors to implement three strategic objectives as described in District Improvement Plan	FY20 Operating Budget Title I, IIA, IV, IDEA, SPED PD Grants	2019-20 School Year	
2. Gauge progress through Central Office Leadership Team meetings, District Leadership Team meetings, Individual Principal Meetings, building visits, and other visitations.	Meeting times weekly with District Leadership Team, bi-weekly with Central Office Leadership Team, and bi-weekly for individual school visits.	Weekly	
3. Focus District Leadership Team and Administrative Council meetings on improving instructional practices through supervision and evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.	Meeting times weekly with District Leadership Team	Weekly	
4. Conduct District Leadership Team walkthroughs or individual walkthroughs with building principals once a month at a different school each month.	Meeting Time	Monthly	
5. Work with Director of Student Services and Assistant Director of Student Services to support development of 5 year program review cycle.	FY20 Operating Funds Grant Funds	Ongoing	
6. Focus resources on the following teaching and learning areas for the 2019-20 School Year: • Implementation of middle school social studies, including the development of a new civics class in Grade 8. • Piloting of new math curriculum material in Grade 7 and 8 • Alignment of standards by grades, K-12.	FY20 Budget Grant Funds	Ongoing	

• Continued implementation of AMC math practices. • Continued implementation of Writer's workshop at Elementary level. • Implementation of Reader's workshop at Elementary Level. • NEASC Accreditation Process at RMHS • Development of middle school and high school curriculum guides			
7. Work with Assistant Superintendent and curriculum coordinators to develop five year curriculum renewal cycle in all curriculum areas.	Meeting Times	Ongoing	
8. To further my growth, participate on Massachusetts Association of School Superintendents (MASS), State, local and Regional Groups that focus on the four focus areas. This includes the MASS Professional Development Committee, the Department of Elementary and Secondary Education (DESE) Safe and Supportive Schools Commission, the Merrimack Valley Superintendent's Roundtables, and other workshops.	Participation Frequency • MASS PD Committee-Monthly • SEEM and NEC Collaboratives-Monthly • Safe and Supportive Schools Commission-Every 6 Weeks • Merrimack Valley Roundtable-Monthly • Mystic Regional Emergency Planning Committee (Quarterly)	Ongoing	
9. Work with School and Town Officials to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.	FY19 Capital Funding for Security Audit and funding for implementation plan.	2018-2021	

Goal #2-Professional Practice Goal (Aligned with Strategic Objective C)
To improve the physical and psychological security of our schools through changes in policies, procedures, infrastructure, and safety drills. This will be measured by survey data of staff, students, and parents of perception of safety, updated policies and procedures regarding safety, improved drill practices by each school, and updated infrastructure to our schools.

Goal 2-Professional Practice Goal: Planned Activities *Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.*			
Action	**Supports/Resources from School/District[4]**	**Timeline or Frequency**	**Status**
1. Develop a District Wide Safety Committee which will include teachers, building level and central office administrators, and public safety. The purpose of this Committee is to review and revise, if necessary the Emergency Operations Plans for schools and building.	Title IV Funds	December, 2019	**In Process**
2. Work with Chief Financial Officer and Director of Facilities to conduct a Safety Audit of each school.	Time		**Complete**
3. Work with Chief Financial Officer and Director of Facilities to review Key Access Policy and Procedure for the School District and implement any necessary changes.	Resources for implementation FY19 and 20 budget	November, 2019	**Complete**
4. Work with building principals and public safety officials to conduct the following drills in each school annually. • 4 Fire Drills • 2 Active Shooter/Intruder Drills • 1 Shelter in Place Drill • Sector Evacuation Drill (Once every three years for different schools) • Canine Search (RMHS Annually)	Time	September-May	**In Process**

[4] Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

5. Conduct safety tabletop exercises with DLT and other administrators	Meeting Times	2019-20 School Year	**In Process**
6. Provide Professional development in SEL, trauma, equity and diversity	Inservice Days/Meeting Times	2019-20 School Year	**In Process**
7. Work with Police, Town, Community and School Officials to continue to educate and address school and community acts of hate.	Time	2019-20 School Year	**Ongoing**
8. Work with Town Officials, Director of Facilities, Chief Financial Officer, and Police Chief to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.	FY19-FY22 Capital Plans	2018-23 School Years	**In Process**

Goal #3-Professional Practice Goal (Aligned with Strategic Objective C)
To work with the Town Manager, Chief Financial Officer, and Director of Facilities to develop a multi-year capital plan to upgrade and improve school facilities. This will be measured by a completed plan for the project which has the support of Town Meeting and progress on project timelines, funding dependent.

Goal 3-Professional Practice Goal: Planned Activities *Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.*			
Action	**Supports/Resources from School/District[5]**	**Timeline or Frequency**	**Status**
1. Meet with Permanent Building Committee to identify their role in the elementary planning study process.	1. Time	1. January, 2018-August, 2018	**Complete**
2. Work with Town Manager to identify funding to develop an elementary planning and enrollment study.	2. Capital Plan Funding	2. August, 2018	**Complete**
3. Work with Town and School Officials to develop and get approval to adopt design selection procedures to secure design services for the different projects that require those services.	3. Time	3. November, 2018-February, 2019	**Complete**
4. Receive School Committee and Town Meeting Approval for Capital Funding request for elementary planning and enrollment study.	4. Capital Plan Funding	4. August, 2018-November, 2018	**Complete**
5. Work with Town Manager, Chief Financial Officer, and Director of Facilities to complete Town and School Building Security Study.	5. Capital Plan Funding	5. June, 2017	**Complete**
6. Pending funding and Town Meeting approval, work with Chief Financial Officer, Director of Facilities, and Town Manager to develop a plan for design study and implementation of design study for school building security.	6. Possible State Funding FY19 Capital Plan-Design FY20-FY22 Capital Plan-Implementation	6. November, 2018-April, 2019	**Complete (Town Meeting Approval to implement study)**

[5] Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

7. Pending funding, work with Town Manager, Director of Facilities, and Chief Financial Officer to procure design services for different projects.	7. Operational and Capital Funding	7. November, 2018-June, 2022	**Planned**
8. Secure funding at Town Meeting for School/Town Building Security Project.	8. Debt	8. April, 2019	**Complete (4.5 million dollars approved at Town Meeting**
9. Execute School/Town Building Security Project	9. Approved funding from Town Meeting	9. April, 2019, June, 2022	**In Process**
10. Secure funding from Town Meeting to solve short term space issues at Birch Meadow	10. Free Cash	10. November, 2019 Town Meeting	**Planned**
11. Work with School Committee, Permanent Building Committee, Town Manager, Chief Financial Officer, Director of Facilities to develop a proposal to solve long term elementary space issues based upon Elementary Enrollment and Space Planning Study.	11. TBD	11. TBD	**In Process**
12. Once funding is received, implement Elementary Enrollment and Space Planning Study.	12. FY20-FY22 Capital Plans	12. November, 2018-June, 2021	**Planned**

Goal #4-District Vision of the Graduate (Aligned with Strategic Objectives A, B, and C)-Over the next two years, I will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their preK-12 years in our schools. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used to develop our next three year district improvement plan.

Essentially, we will ask our stakeholders these three questions:

- What are the hopes, aspirations, and dreams that our community has for our young people?
- What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?
- What are the implications for the learning experiences we provide in our school systems?

Goal 4-Professional Practice Goal: Planned Activities *Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.*			
Action	**Supports/Resources from School/District[6]**	**Timeline or Frequency**	**Status**
1. Build understanding and ownership among district's leadership team, School Committee, and Community as to the need and sense of urgency in this activity.	1. Meeting Time	1. November, 2019-January, 2020	
2. Create a Vision of a Graduate Design Team from all sectors and stakeholders that will be involved across all phases to build a sense of urgency and create excitement across the community	2. Meeting Time	2. November, 2019-January, 2020	
3. Define the overall timeline	3. Time	3/4. November, 2019-January, 2020	
4. Convene the VOG Design Team	4. Time		
5. Study the implications for your students in light of the changing economy, workplace, and society	5. Meeting time for VOG Design Team	5. February-April, 2020	
6. Draft a prioritized set of competencies, including	6. Meeting time for VOG Design Team	6. April-August, 2020	

[6] Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

21st century skills, mindsets, and literacies			
7. Draft visuals that convey a compelling story	7. Meeting time for VOG Design Team	7. April-August, 2020	
8. Reach consensus about a selected visual to share with the broader community	8. Meeting time for VOG Design Team	8. April-August, 2020	
9. Continue to discuss this work in the broader community and elicit their ideas for the Vision	9. Community Meeting Times	9. September/October, 2020	
10. Collect feedback from the community and share with the Vision Design Team as they draft the Vision	10. Community Meeting Times	10. September/October, 2020	
11. Decide what revisions are necessary	11. Meeting time for VOG Design Team	11. September/October, 2020	
12. Submit recommendation to the School Committee for approval	12. Meeting Time	12. November, 2020	
13. Publish and leverage the adopted Vision as the Compass for the development of the next district improvement plan, RMHS NEASC visit and the design of educational experiences for students	13. Time	13. November, 2020	

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

The Massachusetts Model System for Educator Evaluation

Evaluating Superintendents and District-Level Administrators

August 2019

Massachusetts Department of Elementary and Secondary Education
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Jeffrey C. Riley
Commissioner

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Overview

Purpose of this Guide

This guide supports school committees, districts and superintendents to implement the Model System for Superintendent Evaluation in accordance with the requirements set forth in the Massachusetts educator evaluation regulations (603 CMR 35.00). School committees and school districts can adopt the Model System, adapt the Model System, or revise their own evaluation system to align with the regulations. Further detail on district-level systems and structures to support the educator evaluation process can be found in the Massachusetts Educator Evaluation Framework: Overview.

This guide:

- Outlines the requirements of the regulations as well as the principles and the priorities that underlie the educator evaluation framework;
- Describes the roles, responsibilities, and process embedded in the Model System for Superintendent Evaluation; and
- Shares resources and best practices supporting effective implementation.

This guide focuses on the evaluation of superintendents and other district-level administrators. Guidance particular to implementation of this process for teachers can be found in Evaluating Teachers and Specialized Instructional Support Personnel and for principals in Evaluating the Principal and School-Level Administrators. Lessons from the field have been incorporated throughout the Model System.

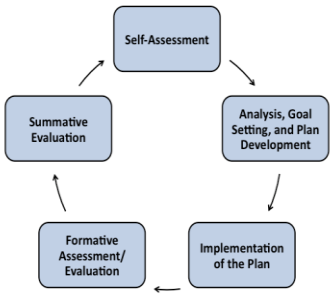
This guide includes three major sections:

1. The **Overview** includes information about the Massachusetts Educator Evaluation Framework; the 5-Step Cycle for Superintendents; and considerations for Organizing the Process of superintendent evaluation;
2. The **5-Step Cycle** provides detail about each step, as well Conditions for Effective Implementation including important knowledge, capacity, systems, and recommended resources based on best practices; and
3. **Step-Specific Resources** include regulatory requirements and deeper dives into key features of the cycle, such as SMART goal setting, measures of student learning, and staff feedback.

*Note: While this guide provides sufficient information to support the evaluation of superintendents and district-level administrators, the most in-depth recommendations for a meaningful 5-Step Cycle--applicable to *all* educators—are available in *Evaluating Teachers and Specialized Instructional Support Personnel*.

Overview

Five-Step Cycle of Continuous Improvement for Superintendents



The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar[1] includes the following steps (a description of the steps in a typical two-year cycle appears as Appendix B):

Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators.[2] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan.[3] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	**Step 4: Formative Assessment/Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals and the superintendent's performance against the Standards.

[1] School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

[2] Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

[3] The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Organizing the Process for Superintendent Evaluation

The Massachusetts Educator Evaluation Framework applies to all educators, from teachers to school leaders to district administrators and superintendents. The superintendent is in the unique position, however, of having to be evaluated by a collective body, rather than a single evaluator, comprised of individuals from a variety of backgrounds and expertise oftentimes unrelated to education. And unlike other educators, whose performance evaluations are confidential, the superintendent's evaluation is conducted in public pursuant to open meeting laws. These factors require added attention to the process in order to ensure that the evaluation is fair and transparent. When done well, the superintendent evaluation process serves as a foundation for strategic planning within the district as a whole, a roadmap for implementation supports, and a critical mechanism for ongoing communication between the superintendent and the school committee.

VIDEO HIGHLIGHT

Organizing the Process

In this video, you will learn how superintendents and school committees in five MA districts organized subcommittees, revised calendars, and maintained ongoing communication in order to promote effective evaluation cycles and focus on continuous improvement.

While the high-level process is articulated via the 5-Step Cycle, individual school committees determine the specific process by which the cycle is enacted. School committees and superintendents should put time aside at the outset of each evaluation cycle (or during Step 2 at the latest) to organize the process they will use, focusing on timelines, the number of goals and focus Indicators, forms to be used, and the criteria and process for making and reporting decisions. The recommendations that follow reflect several best practices in establishing a transparent, efficient, and fair process for evaluating the superintendent.

☐ **Timeline**, e.g.: Will this be a one-year to two-year evaluation cycle? When does the evaluation cycle start and conclude? When will the mid-cycle check-in take place? How often should the superintendent update the committee?

- ✓ A one-year cycle for superintendents in their first three years is important; at the committee's discretion, it may be extended to two years for superintendents working under extended contracts, although annual goals are still strongly recommended.
- ✓ At a minimum, there need to be three public meetings each year dealing with evaluation:
  - At the start, meet to establish goals and focus Indicators
  - In the middle, meet to examine progress on goals and make mid-course adjustments if needed
  - At the end, meet to assess whether goals have been achieved and performance on the related focus Indicators and determine performance ratings
- ✓ Regardless of the number of meetings devoted formally to superintendent evaluation, both school committee members and superintendents report that ongoing, two-way communication about perceptions of the superintendent's performance and progress on goals is critical to smooth process.
- ✓ Many committees have shifted from an evaluation cycle governed by the local election cycle to one that matches the school year cycle with goals established in late summer or very early fall and summative evaluation done in late spring or early summer.

☐ **Number of goals and focus Indicators**, e.g.: Will there be a maximum number of goals or focus Indicators? Will each goal be tied to one or more focus Indicators? Will there be any focus Indicators not associated with one or more goals?

- ✓ Effective superintendent evaluation processes often emulate best practices for teacher and principal evaluation: each evaluation cycle focuses on a limited number of goals and a limited

number of related Indicators. In this way, the evaluation process can be supportive of the kind of attention and focus that is critical for both improvement and impact.

- ✓ Three to six goals with a total of six to eight related focus Indicators generally permits the level of focus needed yield necessary district improvement.
- ✓ Identifying at least one focus Indicator for each Standard that is aligned to a goal permits both goal progress and performance on focus Indicator(s) to inform overall performance on that Standard.
- ✓ If a concern arises during that cycle related to a different Indicator, school committee members may note it and include it as a focus Indicator for the next cycle.

VIDEO HIGHLIGHT

Putting Goals at the Center

In this video you will learn how superintendents and school committees in five MA districts have developed collaborative processes to establish and monitor goals that are meaningful, measurable, and attainable.

☐ **Forms**, e.g.: How will the superintendent report their self-assessment and proposed goals, mid-cycle goal progress, and end-of-cycle goal progress and performance on focus Indicators? How will individual committee members report their summative ratings on each Standard and overall? How will they offer written feedback beyond ratings?

- ✓ Regular reporting by the superintendent on progress on district improvement goals – as a consistent and frequent element of school committee meetings – is a common characteristic of evaluation processes reported to be both fair and useful.
- ✓ Both committee members and superintendents see value in the superintendent preparing a written end-of-cycle narrative report with links to existing documents and evidence that points committee members to relevant evidence of progress on goals and focus indicators.

☐ **Criteria for Assessing Performance**, e.g., how will school committee members and the superintendent know what evidence will be deemed sufficient to determine that a goal has been met or a priority Indicator performed at a proficient level? Do they have a shared understanding of the difference between performance at the "needs improvement," "proficient," or "exemplary" levels?

- ✓ When superintendent goals approved by the school committee include key action steps and benchmarks for both progress and outcomes, superintendents and committee members have a clearer shared picture of what it will take to agree that a goal has been achieved.
- ✓ Some committees agree in advance that when a goal is achieved, its related focus Indicator(s) will be presumed to have been performed at a proficient level; others look for additional evidence related to each focus Indicator.

VIDEO HIGHLIGHT

Deciding and Reporting Ratings

In this video you will learn how superintendents and school committees in five MA districts develop shared expectations around and clear processes for determining summative performance ratings.

☐ **Compiling ratings**, e.g.: how will individual ratings be aggregated? Will the final rating represent the predominant rating made by individual members? Will it be a mathematical average of individual ratings? Will the range of ratings be displayed? If so, how?

- ✓ Many committees report the preponderance of ratings, sometimes adding a display of the number of individual ratings at each performance level. However, numerical averages can be the least reflective of a superintendent's performance because outlier scores can skew the average. See "Decision-making process" below for recommendations on synthesizing ratings.

- ☐ **Decision-making process**, e.g.: Will individual members submit their individual ratings and comments to a designated member of the committee in advance who will compile and present a composite at a public meeting? Or will members present their individual ratings and comments publicly and then the committee as a whole deliberates and votes on the summative ratings at the same meeting? Will a designated person(s) prepare a synthesis of individual ratings for full committee review? If so, who? Will individual ratings and/or comments be presented publicly and discussed? Or will only a composite or synthesis?
  - ✓ Designating a person or subcommittee to prepare a synthesis of individual ratings and comments for full committee review and discussion results in a process described by both committee members and superintendents as efficient, fair and transparent.

Subcommittees

Many school committees choose to develop an evaluation subcommittee to assume various levels of responsibility over the superintendent's evaluation. In districts with relatively large school committees, or where there are multiple school committees responsible for evaluating one superintendent, the establishment of an evaluation subcommittee can help clarify and facilitate the process of evaluating the superintendent. A subcommittee may be tasked with one or both of the following:

- Recommending the process to be used;
- Ensuring that committee members and the superintendent follow the process; and/or,
- Compiling and/or synthesizing performance ratings to share with the committee as a whole.

A subcommittee may also be charged with conducting the actual evaluation of the superintendent and making a recommendation to the committee as a whole. In this case, the subcommittee may be responsible for one or all of the following:

- Approving Goals, Focus Indicators and the Annual Plan;
- Collecting and assessing evidence related to goal progress and performance against Standards;
- Collecting, compiling and synthesizing performance ratings from individual committee members; and/or,
- Determining performance ratings to recommend to the school committee.

Considerations for Superintendents Evaluated by Multiple School Committees

School committees and superintendents need to consider how to adapt the process for superintendents who serve more than one school committee. If the goal-setting process outlined in Step 2 is completed independently by each school committee, the resulting set of goals from each committee may prove unwieldy: there may be too many goals and they may be too fragmented or disconnected. A similar problem can occur when committees establish focus Indicators and the relative weight that goal attainment will play in the evaluation process. If done separately by each committee, this process can leave the superintendent addressing competing, and possibly conflicting, priorities.

For both of these reasons, school committees and superintendent should consider establishing a process through which the committees—all members or designated members of each—meet publicly as a committee of the whole to establish the four to six goals and focus indicators that will guide the evaluation process. Some committees may conclude that it also makes sense to join together to conduct Step 5 of the process (End-of-Cycle Summative Evaluation) as well. Some committees have found merit in agreeing on a set of common goals and focus Indicators and then adding one or two that may be unique to one or a subset of the committees.

Continuous Improvement

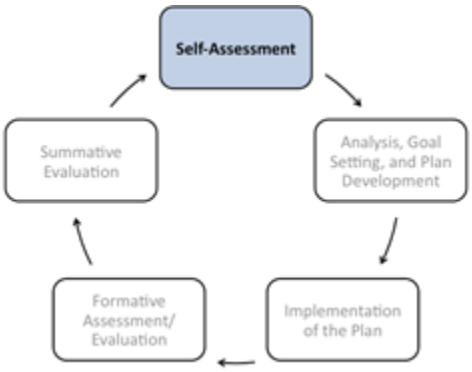
As school committee members and/or superintendents change, it is important to provide regular opportunities to familiarize all individuals with the roles, responsibilities, and processes involved in an effective superintendent evaluation. School committees and superintendents should always conduct an (re)orientation process either before launching Step 1 of the 5-Step evaluation cycle, or at the outset of Step 2. The (re)orientation is used to (a) introduce new individuals to the process, and (b) confirm and/or adjust the process, when needed. All committee members and the superintendent can benefit from the opportunity to ask questions about the process and offer suggestions for how to make it as useful as possible for everyone involved. The school committee and superintendent may also consider engaging in regular workshops (annual and/or biannual) to reflect upon and improve the process. A growing number of districts have found the workshop facilitation services of the Massachusetts Association of School Committees (MASC) related to organizing the evaluation process and goal setting instructive and helpful.

SUPERINTENDENT EVALUATION IN MASSACHUSETTS: A 5-PART VIDEO SERIES

This series of five short videos profiles the experiences of school committees members and superintendents from five districts as they developed, implemented, and continue to refine the superintendent evaluation process. Each has gone beyond compliance to develop practical approaches that help both the school committee and superintendent focus their work on actions that can, and will, make a real difference for students.

1. ***Making the Most of the Opportunity***
2. ***Organizing the Process***
3. ***Putting Goals at the Center***
4. ***Assessing Progress and Performance***
5. ***Deciding and Reporting Ratings***

Step 1: Self-Assessment



The first step of the Educator Evaluation cycle is self-assessment and goal proposal. In this step:

1. **The superintendent completes the self-assessment.**

   Using the rubric that describes the four levels of performance, the superintendent assesses his or her practice in relation to the four Standards and related Indicators. The superintendent examines a wide range of evidence, including appropriate measures of student learning and feedback from school committee members. They also consult with the district's administrators and principals to determine focus areas and priorities.

2. **The superintendent identifies professional practice and student learning goals.**

   The superintendent uses the self-assessment to identify goals to propose to the school committee. At least one of the goals is related to improving student learning, and one is related to improving the superintendent's own professional practice. For each goal, the superintendent identifies key actions, timelines, and benchmarks related to both progress and outcome(s) that will be used to assess progress in achieving the goals.

3. **The superintendent drafts 2 to 4 district improvement goals.**

   In consultation with others, and informed by the district improvement plan, the superintendent drafts two to four district improvement goals with key actions, timelines, and benchmarks that can be used to assess progress in achieving the goals. To help ensure effective collaboration, it is recommended that the superintendent seek out committee perceptions of district needs and priorities in advance of drafting district improvement goals.

4. **The superintendent identifies six to eight Indicators from the Standards for Effective Administrative Leadership that are closely associated with the goals to serve as focus Indicators for assessing performance on Standards.**

   The superintendent reviews the rubric and identifies six to eight Indicators that will be in evidence in pursuing the student learning, professional practice and district improvement goals. The superintendent should identify at least 1 to 2 Indicators from each Standard to ensure coverage of all four Standards. Successful completion of the goals will provide much of the evidence of effective performance in the focus Indicators.

5. **The superintendent combines the goals and associated focus Indicators into a draft Superintendent's Annual Plan to propose to the school committee.**

   In addition to the professional practice, student learning, and district improvement goals, the plan includes key actions, benchmarks of progress, and sources of evidence. The focus Indicators associated with each Goal may also be articulated in the Annual Plan.

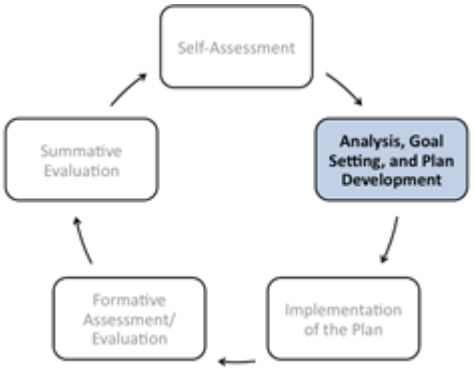
Conditions for Effective Implementation

A guiding principle of the Model System is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment process empowers superintendents to shape the initial conversation with the school committee around meaningful, actionable goals that address important needs of the district, reflect what they think their strengths are, and address the areas on which they want to focus and supports they need. When done well, a goal-driven evaluation process creates an important roadmap that everyone can follow and understand.

Aligning Calendars and Goals. In order to meaningfully center a superintendent's evaluation around individual and district-aligned goals, it is important to schedule the process accordingly. Ensuring the evaluation cycle corresponds with the work of the district facilitates more meaningful goal-setting, implementation support, progress monitoring, and summative determinations. School committees and superintendents will often launch the evaluation cycle in late summer or early fall to align to district improvement planning, engage in regular communications throughout the year to monitor implementation efforts, and conclude the evaluation cycle at the end of the school year or early summer.

Establishing the District Improvement Plan. Having a clear district improvement plan in place prior to the superintendent's self-assessment is critical in ensuring the throughline between the evaluation process and the district improvement work. While not every goal embedded within the district improvement plan will be incorporated into the superintendent's annual action plan, the superintendent should select those that are actionable, measurable, and relevant to their leadership for inclusion in the annual plan.

Step 2: Analysis, Goal Setting, and Plan Development



The second step of the evaluation cycle is goal setting and plan development. Each of the following steps takes place at a public meeting.

1. The superintendent and school committee[4] review the rubric that describes the Standards and Indicators for Effective Superintendent Practice as well as the draft goals.

The purpose of this joint review is to help the superintendent and school committee members clarify expectations; develop shared understanding of focus Indicators for the evaluation cycle; and ensure alignment between the proposed goals and focus Indicators.[5]

In collaboration with the superintendent, the committee asks and answers the following questions:

- Which six to eight Indicators will be a focus for the year? Which goal(s) best reflect performance in those Indicator(s)?
- Are there any Standards or Indicators that will be weighted more heavily than others by the committee in rating the superintendent's performance at the end of the year?

To ensure that the consensus reached during the rubric review is taken into account during the end-of-cycle performance review, the chair or superintendent should make appropriate annotations on the End-of-Cycle Summative Evaluation Report Form to reflect the decisions made about focus Indicators and related goals.

2. The superintendent presents the proposed annual plan to the school committee.

The superintendent meets with the school committee to present the proposed goals as well as the key actions, timelines, benchmarks of progress and outcomes, as well as sources of evidence.

3. The school committee decides on the Superintendent's Annual Plan.

Following discussion of the superintendent's proposed goals, the school committee approves the superintendent's annual plan which includes the following:

- the professional practice, student learning, and district improvement goals;
- key actions, timelines, and benchmarks of progress and outcomes;
- the evidence that will be used to monitor goal progress and determine the superintendent's performance ratings on each Standard and overall, including student learning measures and anticipated student learning gains that will be considered as evidence of the administrator's contributions towards student learning, growth, and achievement; and
- Resources and supports needed to be successful.

[4] Depending on the structure selected by the school committee for the evaluation of the superintendent, "school committee" may also mean "subcommittee" and "school committee chair" may be "subcommittee chair."

[5] Some committees may prefer to conduct the review of the rubric during a planning and orientation meeting.

Conditions for Effective Implementation

The process of developing the Superintendent's Annual Plan is designed to ensure that the superintendent and school committee can achieve clarity on priorities for action. If attainment of some goals is considered more important than others, this is the time to make those expectations clear. Similarly, if performance on certain focus Indicators is considered significantly more important performance in others, this is also the time for committee members to offer feedback and make those expectations clear. The chair or superintendent should annotate the End-of-Cycle Summative Evaluation Report Form to reflect these priorities.

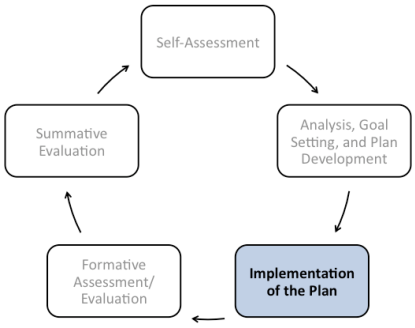
When making a final determination around goals, it is important for the superintendent and school committee members to consider the following:

- *Distinguishing between individual and district-wide goals.* A district's improvement plan is comprised of several goals. It is important to distinguish between goals that are specific to the individual superintendent (such as their professional practice goal) and goals that reflect a district-wide priority, and the relative weight each might have with respect to the superintendent's performance evaluation.
- *Identifying progress and outcome metrics*. Developing goals that can be assessed is critical to a meaningful evaluation of a superintendent's progress and impact. Identifying concrete progress and outcome metrics at the outset will support focused and transparent reporting throughout the year. See "Setting SMART Goals" for more information on drafting SMART Goals.
- *Connecting goals to Standards and Indicators.* Associating goals with specific Indicators from the rubric helps to ensure that the evaluation process is focused on and driven by action-oriented goal progress.

Establishing priorities among Standards. The regulations place a priority on Standard I: Instructional Leadership, for all administrators. No administrator can earn an overall rating of Proficient unless he or she has earned a rating of Proficient on Standard I. That said, a superintendent and school committee may identify specific focus Indicators and/or additional Standards as areas of focus depending the needs of the district.

Multiyear goals: School committees and superintendents often see benefit in pursuing multiyear goals. It is possible to establish multiyear goals in this annual process. As long as a multiyear goal has measurable annual benchmarks, it can be included in the Superintendent's Annual Plan.

Step 3: Plan Implementation



The third step of the evaluation cycle is Implementation of the Superintendent's Plan. For superintendents and school committees, activities in this step include:

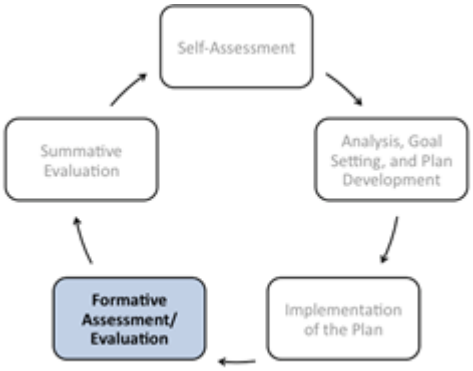
1. The superintendent implements the plan. The superintendent, in collaboration with the school committee, implements the plan.

2. The superintendent and school committee members regularly communicate around progress on goals and share relevant evidence. Evidence should communicate progress toward professional practice, student learning, and district improvement goals, impact on student learning in relation to anticipated student learning gains on identified measures, and practice related to focus Indicators.

Conditions for Effective Implementation

Establishing regular communications to track progress. School committee members and the superintendent should discuss goal progress throughout the year. Incorporating progress updates into regularly scheduled public meetings allows the superintendent to keep committee members up to date on agreed upon priorities related to district improvement, student learning, and leadership development, and share relevant information and artifacts aligned to key actions and benchmarks. Regular, focused updates around goal progress also allow the superintendent and school committee to make any necessary adjustments to goals or activities, and to keep the community apprised of progress toward district improvement efforts. Regular communications around goal progress keep the evaluation process focused and help to ensure that there are no surprises at the end of the evaluation cycle.

Step 4: Formative Assessment/Evaluation



The fourth step of the educator evaluation cycle is Formative Assessment or Evaluation, which serves as a mid-cycle opportunity to take stock of progress, provide the superintendent with feedback, and make adjustments as needed. A Formative *Assessment* occurs at the midpoint of the evaluation cycle, during which evaluators assess progress toward goals and/or performance on Standards.[6] In this step:

1. **The superintendent prepares a progress report.**

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. When available, this report should include evidence of progress towards the anticipated student learning gains associated with the identified student learning measures. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

2. The school committee and superintendent review the progress report at a public meeting.

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

Conditions for Effective Implementation

Collecting and Sharing Evidence. Collecting and sharing evidence of goal progress ideally happens throughout the year, but the mid-cycle formative assessment is an opportunity to assess the evidence collected to date in accordance with what was outlined in the Superintendent's Annual Plan, as well as the three types of evidence required in the regulations:

- Multiple measures of student learning, growth, and achievement;
- Judgments based on observations and artifacts of professional practice, including observations of practice; and
- Additional evidence relevant to one or more Performance Standards, including feedback from staff.

Sharing evidence of goal progress and performance related to focus Indicators with school committee members on a regular basis helps the superintendent establish a comprehensive picture of practice that

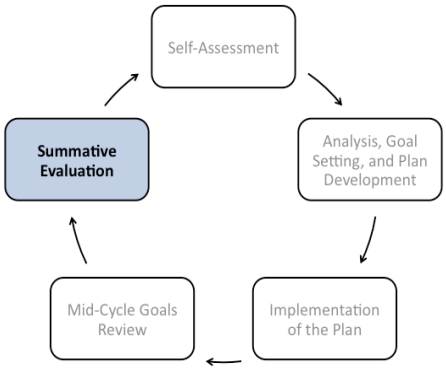
[6] Formative ratings on each Standard and overall are only required for superintendents on 2-year self-directed growth plans and may default to the prior Summative Evaluation Ratings unless significant evidence demonstrates otherwise. This acknowledges the expertise of experienced, proficient superintendents and eases the burden of developing *new* ratings at the Formative Evaluation stage unless absolutely necessary.

reflects evidence from each of the three categories. Examples of the evidence that may be most useful for superintendents and/or committee members may include:

- School committee agendas, reports, and minutes
- Observations of the superintendent "in action" at school committee meetings, in forums with parents, at meetings with municipal officials, and in community events
- Student outcome data from statewide, common, and/or classroom assessments (more information on student learning measures is available here)
- Budget presentations and reports
- Samples of newsletters, local media presentations, and other community awareness and outreach efforts
- District and school improvement plans
- Recruitment, hiring, and retention analyses
- External reviews and audits
- Superintendent's analysis of professional practice and student learning goals
- Superintendent's reflection on staff feedback
- Samples of leadership team agendas
- Reports about student and staff performance

Important Note: Any evidence collected by or shared with a school committee as part of the superintendent's evaluation—particularly when such evidence may communicate information about students, families, and/or staff—must adhere to all confidentiality rules and regulations.

Step 5: Summative Evaluation



The final step of the cycle is the Summative Evaluation. In this step:

1. The superintendent submits an End-of-Cycle Progress Report and school committee members each draft a Summative Evaluation Report.

The superintendent prepares and submits to the school committee an assessment of progress on the goals and performance on each of the Standards based on performance on the focus Indicators, including relevant evidence from all three categories of evidence.

2. Each committee member reviews the evidence and report prepared by the superintendent.

School committee members review the report, alongside any other relevant evidence, for the purpose of arriving at an assessment of progress on goals, a rating of the superintendent's performance on each of the Standards based on progress on goals and the focus Indicators related to that Standard, and an overall rating of the superintendent's performance.

3. The school committee chair drafts a Summative Evaluation Report.

The school committee chair compiles the Summative Evaluation Reports prepared by each member of the school committee and prepares a single summative evaluation based on the preponderance of individual ratings.

4. The school committee adopts a final Summative Evaluation Report.

At a regular or special meeting of the school committee, the superintendent and school committee discuss the report. The school committee adopts a Summative Evaluation Report.

The Summative Evaluation completes a full evaluation cycle. The meaning behind this step does not lie in the end of one cycle, however, but in the beginning of the next. A thoughtful Summative Evaluation offers feedback for improvement, providing the superintendent with valuable information as they continue through the improvement cycle with Step 1: Self-Assessment and Goal Proposal.

Conditions for Effective Implementation

Sufficient evidence collection. At this stage, a school committee should have multiple data points for each Standard and focus Indicator, including multiple measures of student learning, evidence of the superintendent's practice (including artifacts and observations), feedback from staff, and other evidence related to performance Standards as determined at the outset of the evaluation cycle.

The Role of the End-of-Cycle Summative Evaluation Report. The End-of-Cycle Summative Evaluation Report form is used at six points in the evaluation cycle:

- The superintendent and/or chair record the goals established in the Superintendent's Annual Plan and align each to focus Indicators from the four Standards of performance.
- The superintendent and/or chair annotate the Summative Evaluation Report to reflect goals, Standards, and focus Indicators which may be considered priorities by the School Committee.
- Individual committee members use it to complete their individual Summative Evaluation Reports.
- The school committee chair or designee uses it to draft a composite Summative Evaluation Report
- The school committee chair or designee record the Summative Evaluation Report adopted by the school committee.

In addition, the superintendent may use the report to record key components of his or her End-of-Cycle Progress Report.

Evidence-Based Performance Ratings. There are no numbers or percentages that dictate ratings on Standards, the assessment of educator goal attainment, or the overall Summative Performance Rating for a superintendent. That said, a holistic approach to evaluation does not equate to a "black box" from which school committee members can determine a performance rating. Members must adhere to the process articulated at the outset of the evaluation (see Organizing the Process), and use the evidence collected and presented to drive their assessment of administrator's practice.

Regular collaboration and calibration with committee members and the superintendent around expectations of effective leadership practice is also critical to ensuring that evidence-based performance assessments are reinforcing a shared vision of effective leadership.

Cycle of Continuous Improvement

The five-step evaluation cycle is a continuous improvement process. The end of the annual cycle is the start of the next annual cycle. The End-of-Cycle Summative Evaluation Report that the superintendent prepares for Step 5 is the core of the self-assessment required for Step 1. Together with the school committee's End-of-Cycle Summative Evaluation Report and the discussion that led to its adoption, the superintendent has critical feedback needed to begin to consider the goals he or she will propose to the school committee for Step 2 of the next evaluation cycle. Of course, it is not all of the information the superintendent will want to consider. For example, reviewing evidence about progress on school and district goals with district administrators, principals, teachers and others will yield essential information. So, too, will thoughtful reflection of his or her own performance against key Indicators in the rubric. That said, a carefully prepared End-of-Cycle Progress Report and thoughtful development of the school committee's End-of-Cycle Summative Evaluation Report are keys to ensuring that the dream of continuous improvement becomes a reality.

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Deep Dives

- **Setting S.M.A.R.T. Goals**
- **Student Learning Measures & Anticipated Student Gains**
- **Student & Staff Feedback**

Deep Dive: Setting S.M.A.R.T. Goals

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This S.M.A.R.T. Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S	=	**Specific and Strategic**
M	=	**Measurable**
A	=	**Action Oriented**
R	=	**Rigorous, Realistic, and Results-Focused (**the 3 Rs**)**
T	=	**Timed and Tracked**

Goals with an action plan and benchmarks that have these characteristics are S.M.A.R.T.

A practical example some of us have experienced in our personal lives can make clear how this S.M.A.R.T. goal framework can help turn hopes into actions that have results.

First, an example of *not* being S.M.A.R.T. with goals: *I will lose weight and get in condition.*

Getting S.M.A.R.T.er: *Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.*

The **hope** is now a **goal**, that meets most of the SMART Framework criteria:

It's **S**pecific and Strategic	= 10 pounds, 1 mile
It's **M**easurable	= pounds, miles
It's **A**ction-oriented	= lose, run
It's got the 3 **R**s	= weight loss and running distance
It's **T**imed	= 10 weeks

S.M.A.R.T. enough: To make the goal really S.M.A.R.T., though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

Key Actions

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.

Deep Dive: Setting S.M.A.R.T. Goals

- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

Benchmarks:

- For Process, maintaining a daily record of calorie intake and exercise
- For Outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

Below are more details on the characteristics of S.M.A.R.T. goals as they apply in schools and districts.

S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.

Deep Dive: Student Learning Measures & Anticipated Student Gains

Massachusetts educator evaluation regulations require that evaluators incorporate evidence of an educator's impact on student learning into performance ratings. For district administrators, evidence of their impact on student learning informs their performance rating for Standard I: Instructional Leadership (Indicator I-F: Student Learning). Evaluators and administrators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Identifying Types of Measures. Identifying appropriate measures for the administrator is the first step. Evidence from the following types of assessments may be used to inform an administrator's evaluation:

- For administrators with direct responsibility for overseeing instruction of academic content assessed by statewide testing, **statewide student growth measures** must be one of the measures used to determine impact on student learning.
- Administrators with direct responsibility for overseeing instruction of academic content in non-tested grades and subjects should use **common assessments** that are used across the district or multiple classrooms. Common assessments may be measures of learning, growth, or achievement. They should be comparable within grades or subjects and aligned to the MA Curriculum Frameworks or other relevant frameworks.
- Where no common assessments are available, they should use data from **classroom assessments** as evidence of impact on student learning.
- For administrators whose role and/or key responsibilities are not directly related to the instruction of students, direct measures may focus on social, emotional, behavioral, or skill development. Indirect measures of impact may also be most appropriate, such as a measure related to student suspension or chronic absenteeism rates. Many administrators may use an indirect measure of student learning along with other direct measures.

Each type of assessment provides unique information that administrators can use to improve leadership practice and evaluators can use to provide administrators with meaningful feedback about their impact.

Determining Anticipated Student Learning Gains. Anticipated student learning gains are expectations for student performance established during the development of the educator plan for each assessment, against which actual results will be measured. While it may be challenging to determine anticipated learning gains at the beginning of the evaluation cycle, doing so sets up a richer conversation when administrators and evaluators reflect on student results during the later stages of the cycle.

The relationship between the actual and anticipated gains on a given measure is ultimately what the evaluator and administrator examine when considering the administrator's impact on student learning. Administrators and evaluators therefore must have a shared understanding of the anticipated student learning gains associated with these measures.

- **DESE determines anticipated student learning gains for statewide growth measures**. Evaluators must consider student growth percentiles (SGP) for educators who have 20 or more students who have taken statewide assessments. The anticipated student learning gain associated with statewide assessments is a mean SGP between 35-65. A mean SGP of 65 or above exceeds expected growth, and a mean SGP of 35 or lower does not meet expected growth.

Deep Dive: Student Learning Measures & Anticipated Student Gains

- **Districts are responsible for determining anticipated student learning gains for common assessments**. These anticipated student learning gains should be consistent across the district.
- When classroom assessments or indirect measures are used as evidence of an administrator's impact on students, **the educator and the evaluator should agree upon the anticipated learning gains**.
  - More tips and resources for identifying appropriate measures and determining anticipated student learning gains are available on DESE's Educator Evaluation website.

Deep Dive: Staff and Student Feedback

The Massachusetts Educator Evaluation Framework is designed to include information about educator practice from a wide and representative range of sources. Student and staff feedback, which is a required type of evidence, offers a unique and important perspective on educator effectiveness. When taken together with other information sources, student and staff feedback helps to provide a more accurate and detailed picture of an educator's practice.

Student feedback informs teachers' evaluations, and staff feedback informs administrators' evaluations. Educators may incorporate student and/or staff feedback into the evaluation process at any point in time, including the self-assessment and goal-setting phase, or via reflection and analysis at the formative or summative phase. By including student and staff feedback in the evidence that educators will collect, the Massachusetts' educator evaluation framework ensures that this critical perspective is used to support professional growth and development.

Identifying Feedback Instruments

Districts have flexibility in the identification of feedback instruments for educators. They may choose to utilize district-wide feedback instruments, such as student or staff surveys, or they may create processes by which educators and evaluators can identify feedback instruments at the individual educator level. These approaches are not mutually exclusive, and leaders may settle on a combination of district-wide and educator-specific instruments in order to best meet the needs of all educators.

The following principles offer best practices for districts to consider when making decisions about student and staff feedback instruments; they are intended to be applicable regardless of the method for collecting student and/or staff feedback.

- Feedback should be aligned to one or more MA Standards and Indicators for Effective Teaching Practice or Administrative Leadership so that it yields information that is relevant to an educator's practice.
- Feedback should be informative and actionable.
- Instruments must be accessible to all potential respondents so that the information they provide allows educators to draw valid conclusions.

Incorporating Feedback into the 5-Step Cycle of Evaluation

There is no point value or numerical weight associated with feedback in an educator's evaluation. Districts have the flexibility to determine how staff feedback informs an administrator's Summative Performance Rating. Staff feedback may be gathered at multiple points in the 5-step evaluation cycle and considered formatively, summatively, or both.

Deep Dive: Staff and Student Feedback

The most meaningful and actionable ways an administrator may incorporate staff *or* student feedback into the evaluation cycle is through their self-assessment, as a tool to shape his or her goal-setting process, and/or as a means to demonstrate changes in leadership practice over time.

A. Key Messages

- **Feedback should be meaningful and actionable.**
- **Feedback collection tools can take many forms (not just surveys).**
- **Feedback is one component of an evaluation framework that draws on many different types of evidence.**
- **There are no weights or formulas associated with feedback.**

DESE's Model Feedback Surveys

DESE's model feedback surveys are designed to assist districts in this work. Student feedback surveys for classroom teachers are available for grades 3-12 in standard, short, and mini forms. Staff surveys for school-level administrators are available in standard and short forms. The staff surveys may be modified for use by district-level administrators, including a superintendent.

The surveys were designed in accordance with the same key principles of effective feedback outlined above and give districts a feasible, sustainable, cost effective tools for educator to use. Districts may adopt or adapt these surveys, and/or choose to use other feedback instruments.

More information on student and staff feedback in educator evaluation, including examples of feedback methods and uses, is available on DESE's Staff and Student Feedback webpage.

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Appendices

Appendix A: The MA Educator Evaluation Framework

Educator Evaluation is designed to promote student learning, growth, and achievement by providing educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability (603 CMR 35.00).

The MA educator evaluation framework applies to every educator. School committees evaluate superintendents using the MA educator evaluation framework; superintendents apply the same framework when they evaluate assistant superintendents, principals and other district administrators; and principals, in turn, apply the framework when they evaluate teachers, SISP, and school-level administrators.

There are six key features of the Massachusetts educator evaluation framework:

1. **Statewide Standards and Indicators for Effective Administrative Leadership and Teaching Practice.** The Standards and Indicators for both administrators and teachers establish a statewide understanding about what effective administrative leadership and teaching practice looks like.[7] Each Standard is broken down into 3-6 core Indicators.

Standards for Administrators	**Standards for Teachers**
Instructional Leadership	*Curriculum, Planning and Assessment*
Management and Operations	*Teaching All Students*
Family and Community Engagement	*Family and Community Engagement*
Professional Culture	*Professional Culture*

2. **Role-specific rubrics define the Standards and Indicators.** The Standards and Indicators are "translated" into rubrics that describe practice in detail at different levels of proficiency (603 CMR 35.06). Educators and evaluators use the rubric most appropriate to the role of the educator as a foundation for self-assessment, formative assessment and summative evaluation. Rubrics give substance to the Standards and Indicators. Each Indicator[8] is broken down into elements that are in turn described at four levels. Rubrics are a tool for making explicit and specific the behaviors and actions present at each level of performance. They prompt careful analysis and foster constructive dialogue about those expectations and how to improve practice. Detailed information about rubrics can be found in the Guide to Model Evaluation Rubrics.

3. **Three Categories of Evidence.** To assess educator performance on the Standards and Indicators, the regulations require use of three types of evidence (603 CMR 35.07(1)):

   Multiple measures of student learning, growth, and achievement, including classroom assessments, common assessments comparable across grade or subject district-wide, and state-wide growth measures where available, including the MCAS Student Growth Percentile (SGP) and ACCESS for English Learners.

   Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration; and

[7] The regulations define the Standards and Indicators for Effective Teaching Practice and for Administrative Leadership Practice (603 CMR 35.03 and 603 CMR 35.04).

[8] The Student Learning Indicator (I-F for administrators and II-C for teachers) is the only Indicator without corresponding elements or descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by an evaluator when determining a performance rating for that Standard.

Additional evidence relevant to one or more Performance Standards, including student feedback as a source of evidence when evaluating teachers, and staff feedback as a source of evidence when evaluating administrators (603 CMR 35.07(1)).

4. **Statewide Performance Rating Scale.** The performance of every educator is rated against the Performance Standards described above. All educators earn one of four ratings: Exemplary, Proficient, Needs Improvement, or Unsatisfactory. Each rating has a specific meaning:

   - *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance that is of such a high level that it could serve as a model.
   - *Proficient* performance is understood to be fully satisfactory. This is the rigorous expected level of performance; demanding, but attainable.
   - *Needs Improvement* indicates performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.
   - *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

5. **Four Educator Plans.** The regulations define four different Educator Plans differentiated for educators by both career stage and performance. The following three plans apply only to "experienced" educators (defined as a teacher with Professional Teacher Status (PTS)) or administrators with more than three years in an administrative position in the school district:

   - The *Self-Directed Growth Plan* applies to experienced educators rated Proficient or Exemplary and is developed by the educator. Evaluators apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.
   - The *Directed Growth Plan* applies to experienced educators rated Needs Improvement and is a plan of one school year or less, developed by the educator and the evaluator.
   - The *Improvement Plan* applies to experienced educators rated Unsatisfactory and is a plan of no less than 30 calendar days and no longer than one school year, developed by the evaluator.
   - The *Developing Educator Plan* applies to teachers without PTS, an administrator in the first three years in a district, or an educator in a new assignment (at the discretion of an evaluator). This plan is developed by the educator and the evaluator and is for one school year or less.
     - New educators are automatically placed on Developing Educator Plans, independent of their performance rating, in recognition of their initial growth and development within a new role.

6. **Five-Step Evaluation Cycle.** The 5-Step Evaluation Cycle is the centerpiece of the evaluation framework and designed to have all educators play an active, engaged role in their professional growth and development. Every evaluation begins with a Self-Assessment and concludes with a Summative Evaluation. It is a continuous improvement process in which evidence from the Summative Evaluation becomes important information for the educator's next Self-Assessment and subsequent goal setting.

Appendix B: 2-Year Evaluation Cycle for a Superintendent

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still strongly recommended. A typical two-year cycle includes the following steps:

Late Spring/Summer	**Step 1: Self-Assessment.** The superintendent conducts a self-assessment using the performance Standards and rubric, data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, administrator feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards. Note: the superintendent may propose 1- or 2-year goals depending on the nature of the goals.
Summer/Early Fall	**Step 2: Analysis, Goal Setting, and Plan Development.** During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress and outcome benchmarks, along with the proposed focus Indicators.[9] In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Two-Year Plan.[10] The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Over 2 School Years	**Step 3: Plan Implementation and Collection of Evidence.** The superintendent implements the Superintendent's Two-Year Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Year 1 Spring/Summer	**Step 4: Formative Evaluation.** At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent. At this point in time, the superintendent and school committee may discuss potential goals for Year 2, and/or determine the date by which those goals and related Year 2 Annual Plan will be established.
Year 2 Spring/Summer	**Step 5: Summative Evaluation.** The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals from Years 1 and 2, as well as the superintendent's performance against the Standards.

[9] Per Open Meeting Law (c. 28, s. 18 2009), this component of the Superintendent evaluation must take place in a public meeting.

[10] The Superintendent's Two-Year Plan is not the same as the District Improvement Plan described in MGL CMR 69 1I. One or more of the district improvement goals that appear in the superintendent's two-year plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that year. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient, Exemplary, Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent: _____ _____ _____

Evaluator: _____ _____ _____

Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (*Complete page 3 first; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Complete pages 4–7 first; then check one box for each Standard.*)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = ***Proficient*** **practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory ☐ Needs Improvement ☐ **Proficient** ☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):

Appendix D: Sample District and Superintendent SMART Goals

Please note that these goals are not yet "SMART" because they do not have key actions and progress or outcome benchmarks attached to them that will make clear how they will be accomplished and measured.

District Improvement Goals

Goal 1: Professional Learning Communities. By June 20__, at least half of our teachers will be working in a professional learning community that is supporting them to improve their practice.

Goal 2: Social Emotional Learning. By June 20__, the district will have adopted a SEL framework, piloted programming in at least three grades, and implemented professional development that teachers report is relevant and useful.

Goal 3: Student-Centered Learning. By June 20__, at least 20% of 9th and 10th grade students will have completed at least one project based learning experience that they report was challenging and stimulating.

Goal 4: College & Career Readiness. By June 20__, increase the percentage of students who graduate having completed the MassCORE graduation requirements by five percent.

Goal 5: Goal Setting. By December 1, 20__, all principals and department heads will be pursuing a school or district improvement goal that has all of the attributes of a SMART goal including progress and outcome benchmarks

Student Learning

Goal 1: Achievement Gap. By September 20__, the gap in math achievement between white students and students of color as evidenced by the percentage of students earning proficient scores in the mathematics MCAS will be reduced by __ percent

Goal 2: College Readiness. By June 20__, the percentage of students taking advanced placement tests will grow by at least __ percent, and the percentage earning scores of 3 or higher on advanced placement tests will increase by __ percent.

Goal 3: Student Growth. The median MCAS Student Growth Percentile (SGP) score in 20__ for mathematics will increase by __ percent in at least four of six grade levels.

Educator's Professional Practice

Goal 1: Meeting Leadership. I will develop more effective ways to address basic administrative tasks so that leadership team meetings can focus more on instructional improvement—75% of my leadership team meetings will have an academic focus lasting at least 45 minutes that engages members of the team in a discussion and/or activity that results in improved understanding of high-quality supervision and evaluation.

Goal 2: School Visits. I will manage my time more effectively in order to increase the frequency and quality of school visits from one one-hour visit per week, on average, to two two-hour visits per week.

Goal 3: Assessing Teaching Practice. I will improve my skills at debriefing classroom observations done jointly with principals by including my assistant superintendent and a content specialist in at least one quarter of my classroom observations and follow-up debriefs with principals.

Appendix E: What Changes in the Process and Timelines Should Be Considered for New Superintendents?

The evaluation process for superintendents who are new to the district or who have been promoted from within need not be substantially different from the process used for superintendents who have served more than one year in the district. One modification related to goal setting is worth considering.

Most new superintendents in Massachusetts will be participating in the three-year New Superintendent Induction Program (NSIP). Launched in 2010 by ESE and MASS in collaboration with MASC, NSIP supports superintendents to be effective instructional leaders, build strong relationships with their school committees and union leaders, and develop high-functioning leadership teams of district administrators and principals. They are supported to spend a considerable portion of the first year working with key stakeholders—including, of course, the school committee—to examine district needs and develop a coherent, widely understood strategy and goals for addressing them. The goals established for the superintendent's first year need to take into account the timetable for that work and, at the same time, ensure forward momentum on important ongoing improvement efforts at the school and district levels.

To that end, the following three goals can serve as starting points for the superintendent and school committee as they collaborate to develop the goals to be included in the Superintendent's Annual Plan for the superintendent's first year.[11] The first two are district improvement goals. The third is a goal related to the superintendent's own professional practice.

Goal 1: Effective Entry and Direction Setting. By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

1. By mid-August, present to the school committee a written ***Entry Plan***, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, d) processes to be used to identify any access and achievement gaps, and (e) methods for assessing district systems of support including financial management, human resources, and operations.
2. By February, complete and present a ***Report of Entry Findings*** that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By May, launch a process to engage key stakeholders in identifying key strategies to improve student learning and other district systems of support.

Benchmarks

1. Presentations completed on schedule (process).
2. Strategy Development process launched (process).
3. Results of spring survey of key leaders including administrators, teacher leaders, school committee, and union leaders) demonstrate awareness (90 percent) and engagement (75 percent) in the entry process and confidence (75 percent) that the Report of Entry Findings captured important insights about the state of the district and the issues that most require attention.

Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions

1. By October 15, review and establish student learning, professional practice and district/school improvement goals with all principals and district administrators.
2. By March 1, complete Formative Evaluation conferences with each principal and district administrator the superintendent supervises.
3. By late spring, conduct at least three school visits to each school .[12]
4. By June 30, analyze progress on goals and complete Summative Evaluation Reports for all supervisees.

Benchmarks

1. Completed Educator Evaluation Plans (process).
2. Log or notes demonstrating at least three visits per school (process).
3. Analysis of Summative Evaluation Reports demonstrates "meets" or "exceeds" rating on 75 percent of principal and district administrator goals (outcome).

Goal 3: (Professional Practice) New Superintendent Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.

Key Actions

1. Attend eight day-long sessions.
2. Complete all NSIP assignments.
3. Meet with assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).
2. Verification from NSIP that superintendent actively engaged in first year of the program (process and outcome).

Appendix F: How Do the Open Meeting and Public Records Laws Affect the Superintendent Evaluation Process?

The Attorney General has issued guidance in the form of responses to frequently asked questions concerning superintendent evaluations pursuant to the revised Open Meeting Law (c. 28, s. 18 2009).

1. May a public body perform an evaluation of an employee in executive session?

No. Deliberations conducted for the explicit purpose of evaluating the professional competency of an individual may not occur during an executive session. See G.L. c.30A, s.21(a)(1). While conclusions drawn from deliberations about professional competency may be part of a deliberation for another executive session purpose, the evaluation of professional competency, itself, must occur during open session. For example, as part of the discussion in preparation for renegotiating a superintendent's contract, a school committee may wish to consider the results of an annual professional competency evaluation. The evaluation results may be considered as part of deliberations about strategy held in executive session, however, only after deliberations about professional competency were held during a previously convened open session.

2. Are individual evaluations completed by members of public bodies public records?

Yes. The Open Meeting Law carves out an exception from the Public Records Law for "materials used in a performance evaluation of an individual bearing on his professional competence," that were created by members of a public body and used during a meeting. See G.L. c. 30A, s.22(e). Individual evaluations created and used by members of a public body for the purpose of evaluating an employee are public records. Comprehensive evaluations that aggregate the individual public body members' evaluations are also public records if they are used during the course of a meeting. However, evaluations conducted by individuals who are not members of public bodies are not public records. For example, the individual evaluations created by municipal employees in response to a request for feedback on the town administrator are not public records, provided the employees completed the evaluations are not also members of the public body tasked with evaluating the town administrator's professional competency.

3. May the individual evaluations of an employee be aggregated into a comprehensive evaluation?

Yes. Members of a public body may individually create evaluations, and then submit them to an individual to aggregate into a master evaluation document to be discussed at an open meeting. Ideally, members of the public body should submit their evaluations for compilation to someone who is not a member of the public body, for example, an administrative assistant. If this is not a practical option, then the chair or other designated public body member may compile the evaluation. However, once the individual evaluations are submitted for aggregation there should be no deliberation among members of the public body regarding the content of the evaluations outside of an open meeting, whether in person or over email.

4. May a public body discuss issues relative to the salary of a public employee in executive session?

It depends. Discussions of salary issues may only occur in executive session as part of a contract negotiation. See G.L. c.30A, s.21(a)(2), (3). Other discussions related to salary, such as a discussion about whether an employee's job performance merits a bonus or salary increase, must be conducted in open session.

Appendix G: What's Required in the Regulations

Step 1: Self-Assessment

The regulations on educator evaluation require that educators conduct a self-assessment addressing the Performance Standards and Indicators defined in 603 CMR 35.03 or 35.04, and any additional local standards established through collective bargaining or included in individual employment contracts as per 603 CMR 35.06(2). During this phase of the evaluation cycle, each educator is responsible for gathering and providing to the evaluator information on his or her performance, which is to include:

- an analysis of evidence of student learning, growth, and achievement for students under the educator's responsibility;
- an assessment of practice against Performance Standards; and
- proposed goals to pursue to improve practice and student learning, growth, and achievement, which include
    - a minimum of one individual or team **professional practice goal** to improve the educator's professional practice tied to one or more statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards, and
    - a minimum of one individual or team **student learning goal** to improve the learning, growth and achievement of the students under the educator's responsibility.

The educator provides this information to the evaluator in the form of a self-assessment at the point of goal setting and plan development.

Step 2: Goal Setting & Plan Development

The regulations on educator evaluation require that each educator have an Educator Plan as per 603 CMR 35.06(3).

An Educator Plan outlines a course of action that an educator will take to pursue goals. Educator Plans must include a minimum of one individual or team goal to improve the educator's professional practice tied to one or more Performance Standards and a minimum of one individual or team goal to improve the learning, growth, and achievement of the students under the educators' responsibility. Evaluators have final authority over goals.

The Plan must outline actions that educators will take in order to attain these goals, including but not limited to professional development activities, self-study, and coursework, as well as other supports and resources for completing these actions.

Educator Plans must be aligned with Statewide Standards and Indicators defined in 603 CMR 35.00 and any additional local performance standards; they must be consistent with school and district goals; they must be designed to provide educators with feedback for improvement, professional growth, and leadership; they must be designed to ensure educator effectiveness and overall system accountability.

There are four types of Educator Plan. The type, duration, and developer of each Plan is established according to status and performance as follows:

- **Developing Educator Plan** (developed by the educator and the evaluator)
  This plan is for an administrator with less than three years of experience in a district; an educator without Professional Teacher Status (PTS); or an educator in a new assignment (at the discretion of the evaluator). This plan is for one school year or less.

- **Self-Directed Growth Plan** (developed by the educator)

This plan is for an "experienced" educator (defined as an administrator with more than three years in an administrative position in the school district or a teacher with Professional Teacher Status) with an Exemplary or Proficient performance rating on the previous Summative Evaluation. Evaluators will apply professional judgement to collected evidence of educator performance to place educators on either a one or two-year plan.

- **Directed Growth Plan** (developed by the educator and the evaluator)
  This plan is for an experienced educator rated as Needs Improvement on the previous Summative Evaluation. This plan is for one school year or less.

- **Improvement Plan** (developed by the evaluator)
  This plan is for an experienced educator rated as Unsatisfactory on the previous Summative Evaluation. This plan is for no less than 30 calendar days and no longer than one school year.

Step 3: Plan Implementation

The regulations on educator evaluation require the following **categories of evidence** to be used in evaluating each educator as per 603 CMR 35.07:

For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:

1. Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
2. Measures of student progress on learning goals set between the educator and evaluator for the school year;
3. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment.
4. Common assessments of student learning, growth, and achievement.

For educators whose primary role is not as a classroom teacher, the appropriate measures of the educator's contribution to student learning, growth, and achievement are set by the district.

Judgments based on observations and artifacts of professional practice, including unannounced observations of practice of any duration;

Additional evidence relevant to one or more Performance Standards, including, but not limited to:

1. Evidence compiled and presented by the educator including:
   a. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture;
   b. Evidence of active outreach to and ongoing engagement with families.
2. Student feedback (with respect to teachers and support personnel) collected by the district.
3. Staff feedback (with respect to administrators) collected by the district.
4. The Department shall research the feasibility and possible methods for districts to collect and analyze parent feedback as part of educator evaluation.
5. Any other relevant evidence from any source that the evaluator shares with the educator.

Step 4: Formative Assessment/Evaluation

The educator evaluation regulations require every educator to have a Formative Assessment or a Formative Evaluation. The regulations differentiate between a "Formative Assessment" and a "Formative Evaluation" (as per 603 CMR 35.02 and 35.06(5)) in the following way:

- A **Formative Assessment** is the process used to assess progress towards attaining goals set forth in Educator Plans, performance on performance Standards, or both. While Formative Assessment is ongoing and can occur at any time during the evaluation cycle, it typically occurs at least mid-cycle.
- A **Formative Evaluation** is an evaluation at the end of year one for educators on two-year Self-Directed Growth Plans used to arrive at a rating on progress towards attaining the goals set forth in the plans, performance on performance Standards, or both.
    - An experienced educator on a Self-Directed Growth Plan (rated Proficient or Exemplary in the last Summative Evaluation) will maintain the same overall rating in the subsequent Formative Evaluation, unless there is evidence of a significant change in performance.

In rating educators on Performance Standards for the purposes of Formative Assessment or Formative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

The educator shall have the opportunity to respond in writing to the Formative Assessment or evaluation.

Changing the Plan. If an educator receives performance ratings during the Formative Assessment or Formative Evaluation that differ from the most recent Summative Performance Ratings, the evaluator may place the educator on a different Educator Plan, appropriate to the new rating.

Minimum standards for Proficiency. The regulations (603 CMR 35.08(4)) specify minimum standards for overall Proficient ratings. Administrators must be rated Proficient or Exemplary in Standard I**:** Instructional Leadership to be eligible for an overall Proficient rating.

Step 5: Summative Evaluation

Every educator has a Summative Evaluation per 603 CMR 35.06. The Summative Evaluation is used to arrive at a rating on each Standard, determine an overall rating, and serve as a basis for making personnel decisions. Every educator must be rated as Exemplary, Proficient, Needs Improvement, or Unsatisfactory. In rating educators on performance Standards for the purposes of Summative Evaluation, districts may use either the rubric provided by the Department in its Model System or a comparably rigorous and comprehensive rubric developed by the district and reviewed by the Department.

- To be rated Proficient overall, an administrator must have been, at a minimum, rated Proficient on the Standard 1: Instructional Leadership as defined in 604 CMR 35.04.
- The Summative Evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a Summative Evaluation rating.
- Evidence and professional judgment shall inform the evaluator's rating of performance standards and the overall rating.

Educators have the opportunity to respond to the Summative Evaluation in writing.

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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: April 21, 2020

TOPIC: School Committee Calendar

At our meeting on Thursday night, we will review the School Committee meeting calendar for the remainder of the year. I have included a calendar for your information.

If you have any questions, please contact me.

The Reading Public Schools does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, age or disability.

School Committee Calendar Topics

Please note that this calendar may change depending on the status of the current health crisis and/or availability of presenters and topic material in consultation with the Chair

An Asterik* indicates office half hour for this session at 6:30 p.m. All meetings will be in the RMHS Schettini Library unless noted.

Date	Topic	Group
~~**July 11th**~~ ~~**6:00 p.m.**~~	~~Approval of RMHS Handbook~~ ~~MASC Training~~ ~~School Committee Protocol~~ ~~Reorganization~~	~~Administration~~ ~~MASC~~ ~~Administration~~ ~~School Committee~~
~~**August 1st**~~ ~~**6:00 p.m.**~~ ~~**Meeting cancelled**~~	~~Superintendent Evaluation~~ ~~Executive Session~~ ~~1st Reading of Policies CBI – Evaluation of the Superintendent~~	~~School Committee~~ ~~School Committee~~ ~~School Committee~~
~~**August 29***~~ ~~**6:00 p.m.**~~	~~New Teacher Introductions~~ ~~Adopt School Committee Operating Protocols~~ ~~Summer Update~~ ~~Capital Plan Update~~	~~New Teachers~~ ~~School Committee~~ ~~Administration~~ ~~Finance~~
~~**September 11**~~	~~Financial Forum~~	~~Finance Committee~~
~~**September 12***~~	~~School Facilities Assessment Report~~ ~~2019 YRBS Survey Results~~	~~Finance~~ ~~Administration~~
~~**September 25**~~	~~RCASA Annual Meeting~~ ~~Jordan's Furniture~~	~~RCASA~~
~~**September 26**~~	~~Middle School 2019 YRBS Presentation~~ ~~Superintendent's Evaluation~~ ~~Appointment of Superintendent to Collaborative Boards~~	~~RCASA~~ ~~School Committee~~ ~~School Committee~~
~~**October 16**~~	~~Financial Forum~~ ~~Reading Public Library – 7:30 p.m.~~	~~Finance Committee~~
~~**October 17***~~	~~MCAS Presentation~~ ~~Middle School Math/Social Studies Update~~	~~Administration~~ ~~Administration~~
~~October 23~~ ~~**5:30 p.m.**~~	~~School Committee Vacancy~~	~~School Committee & Select Board~~
~~**October 28**~~	~~District and Superintendent's Goals~~ ~~Dyslexia Screening Presentation~~ ~~1st Reading of Policy BHE-SM Social Media Policy~~	~~Administration~~ ~~Administration~~ ~~School Committee~~
~~November 6th~~ ~~7:00 p.m.~~ ~~Town Hall Conference Room~~	~~Elementary Space~~	~~Administration~~
~~**November 7***~~	~~Elementary Space Update~~ ~~2nd Reading of Policy BHE-SM Social Media Policy~~	~~Administration~~ ~~School Committee~~
~~**December 3,4,10 & 11**~~	~~Finance Committee/Select Board FY20 Budget~~	
~~**December 12**~~ ~~**6:00 p.m.**~~	~~RMHS Guidance Presentation and Update~~ ~~School Calendar~~ ~~1st Reading Social Media Policy~~ ~~School Improvement Plan review~~	~~RMHS~~ ~~Administration~~ ~~School Committee~~ ~~Administration~~

~~**December 19***~~	~~Quarterly Personnel Report~~ ~~Quarterly Financial Report~~ ~~FY21 Prebudget Presentation~~ ~~2nd Reading of Policy BHE-SM Social Media Policy~~ ~~Superintendent's Evaluation Process~~	~~Human Resources~~ ~~Finance~~ ~~Finance~~ ~~School Committee~~ ~~Administration~~
~~January 2~~	~~Superintendent Contract – OML Violation~~	~~School Committee~~
January 6*	~~Public Hearing FY21 Budget~~ ~~FY21 Budget Discussion~~ ~~FY21 Capital Plan~~	~~Administration~~
January 16	~~FY21 Budget Discussion – Regular Day & Special Education~~	~~Administration~~
January 23	~~FY21 Budget Discussion~~ ~~Public Hearing on FY21 Budget~~ ~~Questions~~	~~Administration~~ ~~School Committee~~ ~~Administration~~
January 27	~~FY21 Budget Discussion~~ ~~Final Vote~~	~~Administration~~ ~~School Committee~~
February 6*	~~Kindergarten Update~~ ~~Portrait of Graduate Update~~ ~~School Committee Brochure~~	~~Administration~~ ~~Administration~~ ~~School Committee~~
February 26 (RMHS Schettini Library)	~~Finance Committee~~	~~FY21 Budget Presentation~~
March 3	~~Town & Presidential Primary Election~~	
March 11	~~Finance Committee~~ ~~Town Hall – 7:30 p.m.~~	~~FY21 Budget Meeting~~ ~~Vote TM Articles~~
April 9 Remote	~~Vice Chair Reorganization~~ ~~COVID-19 School Closure Update~~	~~School Committee~~ ~~District Administration~~
April 16 Remote	~~Changes to NEC Articles of Agreement~~ ~~School Calendar Change~~ ~~Kindergarten and RISE Tuition Relief~~ ~~Permission to Negotiate Rate Changes in Tuition and Transportation~~ ~~Superintendent Evaluation Cycle~~	~~Superintendent~~ ~~Superintendent~~ ~~District Administration~~ ~~District Administration~~ ~~District Administration~~ ~~School Committee~~
April 23 Remote	Superintendent Evaluation Process School Choice SOA Plan Presentation and Discussion	Superintendent Superintendent Superintendent
April 30 Remote	Presentation of Evidence for Evaluation SC Presentation by Colby Brunt Social Media Policy and Guidelines Modular Project Update Transportation Contract Update	Superintendent School Committee School Committee Finance and Operations Finance and Operations
May 14	Intermunicipal Agreement with Wakefield (Food) Quarterly Personnel Report Quarterly Financial Report Capital Update SOA Plan Discussion and Approval Executive Session with Michael Joyce	Finance and Operations Human Resources Finance Finance Administration District Administration
May 28	Curriculum Update REF Grants SEPAC Presentation Scheduling of Retreat for District Improvement Plan	Administration REF SEPAC School Committee
June 7th (RMHS Field House)	Graduation	School Committee
June 11*	Teacher Recognition FY 20 and 21 Budget Superintendent Evaluation	Teachers Administration School Committee
June 15	Town Meeting	

June 18	Declare Surplus Equipment Superintendent Contract Extension Discussion	Finance School Committee
July 2	Reorganization Discuss Elementary Space Plan	School Committee School Committee

DRAFT

John F. Doherty, Ed. D.
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Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: April 21, 2020

TOPIC: Email Correspondence and Other Information

Please find attached for your information, copies of email correspondence and information received by School Committee members and Central Office Administrators from community members as well as other pertinent information. We have included our responses, if applicable, as well.

If you have any questions, please contact me.

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Engelson, Linda

From: Robinson, Charles
Sent: Tuesday, April 21, 2020 11:55 AM
To: Robinson, Charles
Cc: Engelson, Linda
Subject: Re: Concerns regarding remote learning plan

Hi Sarah:
Thank you for the email. I will work with the administration to get you a response to your concerns. As you are aware, this is an ever evolving situation and our administration, teachers and staff are working many hours to do there best to offer learning solutions to our children. It is fair to look at what other public districts are doing and try to model what make sense for Reading, but we can't be compared to private schools as that it a very different situation than public. We are required to work with teacher unions, state requirements or guidance etc. and as you know this is not case with privates.

In any case, we will get a response to your concerns. Thank you and I hope your family is well.

Chuck Robinson

From: Sarah McLaughlin <smmclaughlin@gmail.com>
Sent: Tuesday, April 21, 2020 12:08 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Concerns regarding remote learning plan

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear School Committee members - I am writing to share my significant concerns regarding the remote learning plan drafted and being implemented by Reading Public Schools during the pandemic shut down.

While I am appreciative of the resources and enrichment being provided via google classroom and frequent email communication from school staff, it is not a sufficient way to sustain student engagement, and certainly insufficient for continued student learning. When I enquired of my child's building principal of the plan for implementing and executing direct instruction, I was disheartened to hear that there was no plan to do so.

My primary concerns fall into several key areas:

1) The COVID 19 pandemic is not going to be short lived. All epidemiological models point toward the need for some measure of social distancing, and at times more strict measures including stay at home orders, for the next several years.

- There is a very strong likelihood that we will not be returning to school buildings during the 2019/2020 school year and an equally likely scenario that there will be points during the 2020/2021 school year that we are forced to learn and work remotely.

2) The RPS remote learning plan is a short term solution, offering student driven enrichment activities, rather than provisions for the teacher-driven continuation of learning that will be required over a lengthy, global pandemic.

- The current remote learning plan is not a sustainable plan that can be utilized over a long period of time and at frequent intervals, as will be required during the current pandemic.
- We seem to be waiting for this problem to go away, waiting for optimal circumstances so we can get back to "normal" and how we used to do things. There is nothing optimal about this situation and waiting around for it to be so, is not an option. Everybody is in the same situation - working or teaching remotely with interruptions from kids and balancing personal/home life commitments.
- Other school districts and schools were preparing for the pandemic a month or more ahead of time, yet Reading seems to have been caught flat footed and needed to scramble to patch together a solution and quickly train staff.
- The current plan places the burden of learning directly onto parents and students and away from teachers and administrators. The less direct interaction and instruction students receive from teachers, the more is placed on families and students.

3) The plan we have is not equitable or sufficient for continuous learning and will cause our students to fall behind their peers in other public districts and those in private placements.

- Without continued learning and teacher driven instruction, students will experience significant learning loss during the school shut down, akin to what is experienced during "summer slump." Worksheets, apps, and websites cannot replace the value gained from direct instruction by a teacher.
- We have heard many statements relating to equity being the primary concern in what is being offered to students, but that is a narrow interpretation of the word "equity." Rather than providing a learning structure to continue to move all our students forward, we have chosen to focus on helping them all tread water.
- As the former chair of the SEPAC, I am well aware of the considerations that must be made to be equitable across diverse student populations. However, many other public school districts across the state have found unique and creative ways to deliver direct instruction of new material, as well as support services, including PT, OT, and speech.
- I would also like to point toward the lack of equity our students are receiving in comparison to those in other public districts in our state and at private schools, including those in out of district placements for special education. Teaching in many other schools in our state has continued to march forward, yet it has slowed to a halt in our district. Why?
- In the school committee meeting on Thursday, April 16th, Superintendent Doherty cited a recent MIT report reviewing the remote learning guidelines across the United States, stating that Massachusetts ranked #2 in the review. While this is a true statement, it should be pointed out that Massachusetts was tied for 2nd place with two other states. It also bears stating that the review was of the Massachusetts guidelines, not Reading's, whose guidelines leave significant room for improvement in theory and in practice.
- Assistant Superintendent Chris Kelley made a statement during the 4/16 school committee meeting regarding the need to identify ways to shift the last third of the 2019/2020 school year curriculum into next year and reconfigure next year's curriculum. We seem to be continuously reshuffling the deck and not actually identifying workable solutions that focus on the task at hand - educating our students within the constraints of these unprecedented circumstances.

I would like to ask that our School Committee work with the District administration to identify long-term solutions to reduce the significant skill gap that will be present next Fall, such as a plan for implementing forward progress in standards-aligned curriculum. Teaching and learning can, and should be happening remotely. As somebody that has worked with fully remote teams located all over the globe, I assure you that it is completely possible to execute incredibly creative, inclusive, and engaging remote learning and instruction environments.

Reading has long been looked at as a leader of education, a position that has been slipping considerably in recent years. We can, and should be, doing better for our teachers and our students.

Respectfully,
Sarah McLaughlin

Sarah McLaughlin, MPH
282 South Street
Reading, MA 01867