

End-of-Cycle Summative Evaluation: Superintendent



Superintendent:	<u>Mary Gormley</u>	<u></u>	<u>12/7/16</u>
Evaluator:	<u>Milton School Committee</u>	<u></u>	<u>12/7/16</u>
	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)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

Indicators

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. *For new superintendents, performance is on track to achieve proficiency within three years.*

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

End-of-Cycle Summative Evaluation: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input checked="" type="checkbox"/>
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Step 5: 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* or Impact on Student Learning rating of *high* or *low*.

Comments:

See Appendix I - End-of-Cycle Summative Evaluation – Mary Gormley December 2016

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Student Learning						
2		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Other Goals (if any)						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Overall Rating for Standard I (Check one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

x Exemplary

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

See Appendix II – Mary Gormley 2016 Summative Evaluation Standards I – IV Comments

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Overall Rating for Standard II (Check one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

X Exemplary

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

See Appendix II – Mary Gormley 2016 Summative Evaluation Standards I – IV Comments

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data

- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports

- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

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

Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Overall Rating for Standard III (Check one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

See Appendix II – Mary Gormley 2016 Summative Evaluation Standards I – IV Comments

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Overall Rating for Standard IV (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district-wide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>See Appendix II – Mary Gormley 2016 Summative Evaluation Standards I – IV Comments</p>

Examples of evidence superintendent might provide:

- | | | |
|--|--|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals | <input type="checkbox"/> Other: _____ |

Appendix I

End-of-Cycle Summative Evaluation – Mary Gormley December 2016

Summary Performance Comments:

The Milton Public Schools are fortunate to have Mary Gormley as their Superintendent. She is extremely dedicated and hard-working, tireless in her energy. It is clear that her motivation and drive are based on her love of Milton and its youth, as well as her refusal to settle for anything less than excellence—in her own work, in the work of her staff, and in the work of the students. Superintendent Gormley is also an open and able communicator who has an “open door” policy not seen often enough among other school superintendents. She is a pleasure to work with, and quick to respond to questions, issues, and

concerns—from all constituencies. If it were possible to rate Superintendent Gormley on passion, spark and drive alone, she would earn an “exemplary” in every category.

Superintendent Gormley leads a dynamic, diverse and vibrant school community. She is invested in families and students, passionate about outcomes and long-term success and committed to improving the educational experience for all students. She is continually striving to do more and provide more for her teachers, administrators and the community at large. Nowhere is this more evident than in the leadership team of the six Milton Public Schools. The principals feel empowered to individualize their learning communities while maintaining the overall goals of the district. There is the sense that everyone is working on the same team.

There is no way to adequately measure Superintendent

Gormley’s commitment to the Town and the public schools or her belief that all students can achieve and be successful. However it is precisely this belief and drive that most impacts learning for students and families.

One of the most important qualities of the Superintendent is the obvious care that she has for all 4000 students in the MPS and her desire to see them become the best students and people that they can be. This care is critical and part of what makes her such an effective leader. We are lucky to have her.

Mary Gormley is a very strong and engaged leader of our schools. She is invested in our students, faculty, staff and families. The current principals, under her direction, are resilient and hardworking leaders consistently steering the six schools on the right course for continued improvement and success.

Superintendent Gormley exemplifies what a School Committee wants in a Superintendent. She is committed to the district, the students and their families and the staff. She believes that every child in the MPS should and can succeed. She is an educational leader and builds a strong collaborative team. Her decisions on staffing are always made in the best interest of the district and that includes being aware of the financial status of the budget. She is innovative in her every-challenging task of keeping a high quality district as good as MPS is without a great deal of resources. She is an incredibly tireless worker and treats all with respect and dignity.

The Superintendent has worked very hard to improve the districts % of staff of color in order to better represent the % of students of color. Progress is seen in this area, and yet I believe Ms. Gormley will continue to direct this effort,

along with the emphasis on improving academic achievement for all students.

What really stands out at this point in the evaluation is the Superintendent's leadership skills. She has built an incredibly strong group of administrators who work together as a real team. The district is made better by this type of collaboration.

Over the past several years she has displayed increased success in the areas of academics, arts and sports throughout our system. Last year's Special Education evaluation, recommendations and the beginning implementation of best practices/processes in this area are steps in the right direction.

Ms. Gormley's outreach and overall relationship to the Milton population at large is exemplary – with regard to its commitment and effectiveness. In turn, her efforts garner immense support for the Milton Public Schools from our

overall community.

Areas for Improvement/Continued Attention:

The extraordinary asset that Superintendent Mary Gormley is to the Milton Public Schools is well documented in the above comments. There are several areas where the Superintendent is encouraged to strive for further improvement and to focus continued attention.

The strategies for closing African-American subgroup and Special Education proficiency gaps will need further examination and review. With regard to students with disabilities, the clear articulation of a strategy for closing the proficiency gaps (and subsequently increasing college matriculation) is an important first step similar to what was done several years ago with the Advancement Budget. With regard to the African American subgroup, the most helpful analysis in evaluating progress was the Cohort Analysis provided on October 26. As noted by staff, the

ability of the internal assessments currently in use to predict MCAS/PARCC success is in question. Since the internal assessments are designed to allow real-time interventions and changes in instructional approaches, this will require immediate attention to redesign or replace these assessments. In addition, performance on mathematics standardized tests is acknowledged as “mixed”. A detailed explanation and strategies for improvement should be a high-priority.

Another area that will need immediate attention is technology, specifically creation of a district-wide policy for technology use and a district-wide technology curriculum. Currently the best practices and policies for technology use with regard to communication to students, parents and the community at large are fractured. There is no coherent district-wide policy in place with timelines nor are there

estimated end dates of when an overall district-wide policy will be in place with all six schools using the same technology and all staff trained and proficient in use of the technology. From the two technology presentations we had this year, it is clear there is no overall technology curriculum. The presentations did raise several key questions including what is being used where, how we are teaching students to use technology and what is the developmentally appropriate way to do so? What do we feel is important for students to know, when do we want them to know it and how can we continue to support the development of “non-technology” skills- such as writing with a writing utensil? The Technology Administrator (Dr. Burke) should focus on these important questions and report back on the best practices and the District’s curriculum design decisions. Related to the use of technology and as discussed at various points during the year, the Edline tool is falling far short of

our objectives for parent communication both in terms of utility of the tool and in teacher compliance in regularly communicating information online.

Looking at broader curriculum and best practices, how can we encourage teachers to find more creative ways to implement curriculum that falls outside the prescribed curricula? How can you use picture books in the early years to teach math concepts? How can you teach a social studies/history unit and at the same time teach basic science concepts? We should encourage teachers to consider how to teach “across the curriculum.”

Parent-Teacher communication is another area that still presents important opportunities for progress. The desired outcomes of the communication goal primarily focused on the Elementary Schools and specifically were to document program offerings, communicate academic success and generate/sustain demand for

enrollment at each school. The program offerings outcome was successfully accomplished but the remaining two outcomes (communication of academic success and demand for enrollment across the four schools) will still require more focus and creativity to achieve the necessary successes. The efforts in the areas of Summer Reading and ELL Program are to be commended and should be replicated.

The Superintendent needs to ensure that there is trickle-down of her exemplary 2-way communication between herself and parents to the same relationships between classroom teachers and parents. This goes directly to our discussions regarding regular online communication of classroom assignments.

As Superintendent Gormley looks forward, there are some areas to consider and continue to develop:

how can we continue to improve our cultural awareness and pass this on to our students? How can we increase everyone’s awareness of how race, culture, gender identity etc. affect learning and the learning environment?

A multi-year plan for professional development (PD) should be created. This would include the overall multi-year picture to ensure that there is balance (or purposeful imbalance to address needs) between subject and level-specific PD, PD emphasizing vertical intra-discipline integration, PD emphasizing cross discipline integration, and PD that is generalizable and district-wide (e.g., diversity sensitivity). In addition, it is important to ensure that there are measures in place to assess the degree to which professional development has raised the competency of each individual participant to the desired levels.

The goal for 20% of new hires being comprised of teachers of color was not met in September of 2015 and was met in September of 2016. The Affinity Group for Teachers of Color is an important step forward and should only improve the welcoming nature of the MPS environment for all new hires and teachers of color in particular. However, in order to increase the overall population of teachers of color in the long term, there will need to be clearer lines of accountability for creating a robust pipeline of qualified candidates and developing strategies for retaining high-performing new hires once they are on board.

One area not addressed in the Evaluation but will need to be going forward is fundraising at the school level. It is important for the entire leadership team to look at fundraising across the district. We should not discourage the desire of principals to fund raise but some type of policy surrounding

fundraising might be considered. Some of the elementary schools are raising significant amounts of money and some can barely raise the money they need. How do we achieve equity across the district and should it even be a consideration? These are questions that will need to be addressed.

The last two priorities to consider would be Differentiated Instruction and Special Education. As we move away from leveling at the Middle School, this will continue to be an area to monitor and assess. Truly differentiated instruction is difficult: how do we meet the needs of our most advanced learners and of those who are struggling? It will take time, continued professional development and assessment and evaluation of students throughout the year. A longitudinal look at differentiated instruction will be important to determine success for our students.

As Special Education enrollment

continues to grow and we develop more in-house programs, it is important to consider how these programs impact typical learners and their families and how these programs impact our two programs in elementary school: English and French. We need to consider the needs of students who might want to enroll in French but might not feel like the support is there for their learning differences. We need to continually educate families about the importance of inclusive education and the benefits for all students.

**Appendix II – Mary Gormley 2016
Summative Evaluation Standards I
– IV Comments**

**Standard I - Instructional
Leadership**

Superintendent Gormley continues to provide outstanding Instructional Leadership. This is evidenced by her ability to build a strong administrative team and leadership team. As a result of this leadership, these instructional performance standards are carried out each principal and other administrators. Superintendent Gormley makes good use of the data collected to inform decisions. Under her leadership, the depth of data collection continues to grow and expand. It is apparent from reading the documentation submitted by the Superintendent to the School Committee that principals and schools know to expect her presence in each school, and that she has high standards regarding what she

expects in terms of student engagement, achievement and accountability by staff. From reports and discussions with the Superintendent, it is clear that the teacher evaluation process is taken very seriously by the Superintendent and thus by her leadership team.

Curriculum evidence was strong with a variety of examples: French and English, Math at each level (Elem/Middle and High) and History as well.

Some lessons had pacing sequences. Observations and assessments were targeted for time on task, teaching strategies and provided feedback that included suggestions for improvement. Learning walks are an effective tool of learning. Both student and educator goals are incorporated. Data is well used. It is evident that each school is encouraged to have its own identity. Principals feel empowered.

The Superintendent has more than met the standard here; of note is that she uses data especially well, and brings data to nearly every School Committee meeting to share with the public, keeping the community up-to-date on student achievement. Evidence is used to make decisions across the district. In addition, diversifying instruction has been a major focus for Superintendent Gormley, as demonstrated in the instructional packets provided for elementary, middle and high school learning units.

Supporting documentation demonstrated evidence of cross-discipline and vertical alignment but lacked specific direction from the Superintendent.

Instructional expectations are clearly high and multiple methods of evaluation/assessment for students not only appear to be the norm but are embraced by educators.

The Instructional Leadership Rubrics at the “Proficient” level demonstrate the importance of “measurable outcomes”, “measurable objectives” and “appropriate student engagement strategies”. The Middle School ELA, Social Studies Curriculum did discuss such strategies but other submissions did not. As we strive for more differentiated instruction to address proficiency gap challenges and all students’ needs, such strategies should be a helpful tool.

Use of data to drive decision-making is evident at all levels but is most visible at the Middle School and to a lesser extent the Elementary Schools. At the High School level, there appears to be room to improve the analysis of data (MCAS as well as AP) and adjust instruction/curriculum accordingly and/or to provide better documentation to show that this is currently occurring.

Standard II – Management and Operations

The school system has a well-developed budget and a clear understanding of the overall laws, policies and ethics that pertain to school systems. The overall environment promotes safety and health and meets the needs of the students and staff. There is a willingness to work with community members on issues of safety, traffic, bullying and social emotional growth.

Superintendent does an exemplary job supervising the multiple fronts of the "business" aspect of the MPS. Milton has complex demographics with varied needs and expectations of the MPS that put a unique set of pressures and demands on the Superintendent.

The Superintendent appears to have made genuine efforts to recruit and retain a diverse talent pool. This will continue to require sustained effort, in particular with

regard to retaining developed talent. Further efforts to identify newly graduated high-achieving educators, in particular educators of color, will help sustain this trend.

The Superintendent does an excellent job blending top-down direction and bottom-up requests in putting together the annual budget and an exemplary job in protecting classroom teachers when the need for cuts arises.

Superintendent Gormley works well with all constituencies, including PTOs, Site Councils, faculty, staff, administrators, and School Committee members. The presentation for teens at Pierce Middle School regarding healthy relationships was an especially impressive consideration for indicator II-A-3.

Superintendent Gormley is very strong in this area. Policy, and Fiscal Budgeting are well thought out and appropriately executed. Environmental and HR needs are

informed and continually improving.

Superintendent Gormley shows an outstanding commitment to safety, health and social/emotional needs of our students. She understands how these needs impact academic achievement and acts on that. She sees the “human side” of academics in that she knows a student will not learn if worried about home, peers, etc. She is very respectful and empathic when these issues arise. She is an advocate for our students and does not allow any student to be shortchanged in their learning experience. In addition, I believe that she knows each and every MPS staff member. From having sat on several hiring committees, I have always been impressed with the process of how potential staff are interviewed.

The priority for the Superintendent is “time on teaching and learning” and thus

that is the priority for the staff. Superintendent Gormley is transparent with the budget process and fiscal issues and is always matching financial resources to what will push the district forward. She is always aware of the financial status of MPS. Her presentations to the Warrant Committee and to Town meeting are always outstanding.

Standard III – Family and Community Engagement

This is an area of strength for the Superintendent and the entire leadership team. Superintendent Gormley leads by example here, actively seeking parent involvement, acting upon family concerns and community issues and collaborating with a variety of business, organizations and individuals to support student learning and the overall environment of the school system. As a result, the principals and other administrators do the same and this creates a welcoming, vibrant and inclusive school

culture. Superintendent Gormley’s work with Citizens for a Diverse Milton, PTOs, MFE, BID-Milton, Milton Coalition for Substance Abuse, local churches and temples, the Milton Police, the Council on Aging are just a few examples of this outreach. It is a rare district where you will find the Superintendent riding the fan bus or driving a van full of students to a Quiz Show competition. This element of leadership cannot be overvalued or underestimated in a small town where relationships and partnerships are vital and important components of success. It is a model other Superintendents can and should emulate.

The Superintendent provides an exemplary model of outreach and responsiveness to various stakeholders in the MPS as well as the stakeholders in the town of Milton that interface with the MPS. The Superintendent has utilized new methods of communication (e.g., Twitter) to supplement the routine email communications (email blasts) in an effort to continue to keep the MPS at the

forefront in the 21st century. Further, she maintains a professional degree of distance from decisions that should rightly be delegated. Continued attention to district and school websites is necessary in order to bring them up to date and ensure that they are user-friendly.

Moving forward, the Superintendent is encouraged to take the opportunity presented by the new/refined emphasis on social-emotional and behavioral needs (III-B-1) to establish a curriculum that supports parents/guardian/families in an appropriately balanced manner.

Mary Gormley's communication with teachers, staff, administrators, parents, and school committee members is exemplary. She is approachable, honest, forthright, and easily reachable. She attends many community gatherings and aids in infusing the schools into every part of the social fabric here in Milton. She serves as an outstanding ambassador for the MPS. The partnerships with Beth

Israel Deaconess Milton and the Substance Abuse Prevention Coalition, as well as the Milton Foundation for Education, have been especially fruitful and of benefit to all MPS students (indicator III-C).

Ms. Gormley excels in this area as a Superintendent. She goes above and beyond in all areas noted above. She executes all examples in A-D with great success and continued improvement. Her leadership practices are mirrored by her administrative team as well. As mentioned earlier, all six principals exercise active roles in family and community engagement.

The Superintendent always demonstrates a commitment to engaging families and being sensitive to family and community concerns. When an unfortunate incident happens in a family, to a student or in the community, the Superintendent is always one of the first to "arrive on the scene". She keeps sensitive information confidential and does not judge when families have difficulties. It is

clear that she expects staff to engage with families and provide outreach and that she holds principals responsible for family outreach. She is committed to culturally competent staff.

Ms. Gormley has worked very hard to increase the amount and type of communication that comes out of the Superintendent's office. She uses social media in addition to her email blast to communicate with parents and each principal follows this example with their own electronic communications.

Standard IV – Professional Culture

This is another area of strength for Superintendent Gormley. She has the highest of expectations for herself and that translates into high expectations for others. Principals, administrators and teachers alike share her deep belief that all students are capable. She empowers her staff to do more and they do. This is evident at the Middle School, where the Principal and the teachers are

continually evaluating and reflecting on their practices, implementing a variety of teaching strategies and pushing the conversation forward about what “best practices” look like in actual practice. It is evident at the Tucker School where the principal and the staff look for ways to support their student and parent population in manners that might be different from the rest of the district: home visits, social worker interns, Saturday programs for all students and it is evident in the way that the entire leadership team works together and learns from each other. When Superintendent Gormley needs more knowledge or guidance, she knows how to ask for it. This is evident in her work around Cultural Competency and around supporting families during stressful times.

Mary Gormley’s vision for the MPS is communicated clearly and consistently. Her standards and expectations are high, and are fostered through regular Leadership Team meetings after school, a commitment to continuous professional development, a strong relationship

with the union, clear and consistent communication with the school committee, and the regular use of learning walks. Her approach is always non-confrontational (indicator IV-F-1), she builds consensus (IV-F-3), and is committed to her own learning and as well as her staff’s (IV-D-1 & 2).

The Superintendent clearly has high standards for instruction as well as for the professional behavior of her staff. Further, her working relationship with the unions at the MPS and her commitment to frequent collaborative trouble-shooting is a model for other superintendents to follow.

The Superintendent would like all children in MPS to have high achievement; no one is exempt from this expectation. She shows her own commitment and that of staff – for cultural competency. Her communication style is clear and she possesses strong interpersonal skills. At times due to the fast pace of her style and

the demands of her job, she can be a bit rushed in her exchange of information – but this comes from working non-stop in her attempt to get everything done – a superhuman feat. I have witnessed her openness to learning about and using best practices and building collaborative relationships with external advisors (i.e. French Immersion data, Youth Risk Behavior Survey, etc). By observation and her own report, it is clear that she is a direct leader, letting staff know what her expectations are and working with staff when there are any issues.

The introduction of the Innovation Pathway in the elementary schools has the potential to be transformative if it is followed through.

The Superintendent has developed an environment where administrators are also innovators, which is outstanding. As a district,

we stand at the precipice of formalizing the generalization of these innovations which is an exciting place to be, assuming it comes to fruition.