

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Mary Gormley _____
Evaluator: Milton School Committee _____
November 5, 2014
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 checked="" type="checkbox"/> Significant Progress	<input 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 checked="" type="checkbox"/> Some Progress	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

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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 Attachment A

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	1. During SY2013-2014, the Superintendent will devote one of each month's two Leadership Team Meetings to academic focused Learning Walks that engage members of the team in discussion, sharing and implementation of instructional practices. Administrators will submit to be used in their Evaluations at least two instructional practices observed during Learning Walks and how they implemented these practices into their departments or schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
4	<p>1. By September 2014, the district will improve CPI scores and meet the 2014 targets for All Students, African-American/Black students, and for students identified in the High Needs category. Table 1 reflects 2013 targets and new targets for 2014.</p> <p>2. By September 2014, the district's racial achievement gap in Math will be reduced by 5%.</p> <p>3. By September 2014, the district's racial achievement gap in ELA will be reduced by 5%.</p> <p>4. By September 2014, the district's racial achievement gap in Science will be reduced by 5%.</p>			X		

<p>District Improvement</p> <p>4</p>	<p>1. Implementation of STEM</p> <ul style="list-style-type: none"> By June 2014, 85% of grade 2 English teachers will report that the professional development for the Wedo Robotics program has prepared them to successfully implement the program. By September 2014, a Draft Three Year Elementary/Stem/Innovation Pathways Grades 1-5 and a Middle and High School STEM Curriculum plan will be presented to the Milton School Committee. By June 2014 Middle School Science Curriculum/Materials/Kits (Advancement Budget Funds) will be purchased, professional development completed and internal assessments created and tested during 2014 and 2015 SY to measure mastery of content standards for MCAS/PARCC as a predictive assessment of MCAS/PARCC scores. By June 2015, Elementary School Science Curriculum/Materials/Kits (Advancement Budget Funds) will be purchased, professional development completed and internal assessments created and tested during 2015 and 2016 SY to measure mastery of content standards for MCAS/PARCC as a predictive assessment of MCAS/PARCC scores. 		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>2. Implementation of Teacher Evaluation Tool</p> <ul style="list-style-type: none"> By February 2014, Committee of Milton Educators Association members, administrators and a School Committee member will have met, developed and approved a new Educator Evaluation System for the 2014-15 school year that is aligned with the DESE model. By February 2014, the full membership of the School Committee and the MEA will also approve the evaluation tool. By December 2014, 100 percent of administrators, coordinators, and selected teacher leaders will be able to describe and rate teaching practice using the new rubric with 90% reliability and validity. 		X			
	<p>3. Development of Strategic Plan</p> <ul style="list-style-type: none"> By May 2014, School Committee and Superintendent will select Strategic Planning Consultant By October 2014, Superintendent will present Milton Public School Strategic Plan for School Committee Approval 		NA			

**District
Improvement**

4. Development of Community Partners

- By June 2015, create a public recognition of the contributions of Community Partners highlighting their relationships with the public schools and promotion of learning and growth of all students and success of all staff.
- By June 2014 develop a partnership with Beth Israel Deaconess Milton Hospital and create at least 7 student and staff partnering experiences between the schools and hospital.
- By September 2014 identify and initiate one School Business Partnership.

X

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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

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

Exemplary

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

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
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>

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

Exemplary

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

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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

See Attachment A

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"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV <i>(Check one.)</i>	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.
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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 Attachment A

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: _____ |

Attachment A

Overall Rating and Performance Against Goals and Standards

The Superintendent's Overall Summative Performance is rated as Proficient.

Performance against the one Professional Practice Goal showed Significant Progress. Learning Walks planned for all schools were completed at five of our six schools.

Performance against the four Student Learning Goals was mixed. The goal to improve CPI scores and meet the 2014 Targets for all students, African-American/Black students and High Needs students was not met. The goal to reduce the racial achievement gap in Math was not met. The goal to reduce the racial achievement gap in ELA was exceeded. The goal to reduce the racial achievement gap in Science was exceeded.

Performance against the three District Improvement Goals (the Strategic Plan Goal was removed) was also mixed. On the STEM Implementation Goals, the Professional Development Goal saw Significant Progress. Professional development was completed but the survey to assess professional development skill acquisition was not administered. The STEM Innovation Pathways and Middle School STEM Plans were not completed and therefore that goal was not met. The two goals related to the Purchase of Curriculum Materials showed Some Progress. Performance against the Evaluation Tool Implementation Goal showed Significant Progress. The new evaluation tool was successfully negotiated. Measuring the ability of all administrators, coordinators and selected teacher leaders to describe and rate teaching practices using the new rubric is in progress but not completed. The Development of Community Partners Goals regarding the public recognition of community partners and initiation of a School-Business Partnership have not shown any progress as yet. A partnership with Beth Israel Deaconess Hospital has begun but the 7 student and staff partnering experiences have not yet been created.

Performance against the standards of Instructional Leadership, Management and Operations and Professional Culture is rated as Proficient on each standard. Performance against the standard of Family and Community Engagement is rated as Exemplary.

Summary Comments on Performance

The Superintendent shows a tireless commitment to student growth through her non-stop work with students and teachers, with her leadership team, with staff, with parents/guardians, with the School Committee, with other Town elected officials and departments, with community groups, with professional groups, and with other professionals. She is committed and well known within both the school and town communities. She is a collaborator who works not only with identified community groups but with the many folks on the town side of government including the Town Administrator, Selectmen, Parks Commissioners and the Milton Police Department, Consolidated facilities and even the DPW.

Through the force of her work ethic and will, the Superintendent has driven this district forward to improve opportunities for all students. The Superintendent has led the district diligently to expand student assessments and teacher evaluations and to broaden the district's capabilities for data-driven decision-making. Under her leadership, the Milton Public Schools has made great strides creating and incorporating internal assessments across the district and utilizing State and internal data in decision-making.

The Superintendent has shown a devotion to instruction in the classroom through her extensive program of Learning Walks throughout the district.

The Superintendent continuously sets high goals for herself and staff. When she identifies a need in the district, she seeks out the research around the challenge, and looks at best practices so that no decision is made without a great deal of thoughtful, reflective preparation. Just a few recent examples would include her early literacy initiatives, which have been focused on closing the literacy gap and her consistent lobbying for the hiring of additional reading specialists, which have shown to be effective in improving students reading levels. In addition, she supported a partnership with the Milton Library and the elementary schools to encourage every student to obtain a library card. She also has supported the creation of a free preschool program for those students not currently enrolled in preschool. She has supported partnering with Beth Israel – Milton Hospital on several health initiatives and has lobbied for the hiring of additional health teachers to ensure every student receives health education. Finally, she was instrumental in creating a STEM curriculum at the elementary school and supporting the training of faculty by providing professional development. The English Innovation Pathways STEM program in our early grades will lead to higher student science proficiencies and also help ignite a love of science in the early years. Additionally, the implementation of the new teacher evaluation tool will help drive all classrooms meeting the needs of all students.

While the Superintendent has many strengths, it is her ability to encourage the leaders in our schools, as well as leaders in our community to participate and share their best practices. This ability is her most unique and valuable leadership skill. She has surrounded herself with extremely talented professionals on her leadership team including Assistant Superintendents Sheehan and Pavlicek and Principals and Department Chairs who are sought after across the state, that bring a passion and commitment to their work every day.

The Superintendent is quick to consult and respond on legal and ethical issues within the school. She is very thoughtful and consistent on her communication on such issues to the school committee and school community. She has a deep understanding of state and federal laws and mandates. Under her leadership, union contract negotiations have been successfully completed. Her high ethical and behavioral standards provide an outstanding example for the talented team she leads.

The Superintendent is committed and well known within both the school community and town community. She is present at almost all town and school events. She knows how to rally support within the town for the schools on short notice. One brief example would be the town-wide book drive she orchestrated in the spring and fall which was extremely successful in getting books to the neediest students.

The Superintendent does an outstanding job in communication. Her E-Mail Blast is a communication model for all Districts. She has amazing connections throughout the community and beyond. She works tirelessly to listen to and resolve any concerns and makes great effort to work with diverse groups and head off potential conflicts with MPS employees, parents and community members.

The Superintendent works effectively with her leadership team, with staff, including school nurses, counselors, and the food service director, with the School Committee's Health and Wellness Subcommittee, and with outside resources such as law enforcement professionals and counselors to provide a safe, healthy, positive environment for students.

The Superintendent engages families and community stakeholders through direct, one-on-one communication by email, telephone, and in-person meetings. The Superintendent works effectively with community groups such as the Milton Foundation for Education, the Copeland Foundation, Citizens for a Diverse Milton, and the Milton Library Foundation. Through her frequent e-blasts and her pronouncements at School Committee meetings, the Superintendent ensures public awareness about student performance and events.

By the example of her tireless efforts and through her leadership, the Superintendent sets high standards for students, teachers, and staff. The Superintendent has ensured that each school in the district is attentive to cultural diversity and promotes inclusion. The Superintendent has enhanced and fostered professional development throughout the district with data-driven resource allocation and a commitment to moving the district forward.

Areas for Continued Attention, Improvement and/or Professional Development

More reflective use of data to improve instruction in real time

Incorporate Elementary French Immersion and English Innovation Pathways Programs assessment data into the yearly assessment process.

Create a cohesive future vision for the Milton Public Schools

Create a continuous learning environment for all staff at every school

Find more opportunities for the delegation of duties to the Assistant Superintendents, School Principals and Curriculum Coordinators

Improve teaching staff diversity at elementary schools

Improve timeliness of year-end performance evaluation and professional development discussions

Increase focus on students and families that are not sufficiently engaged/involved in the educational process

