

HINGHAM SCHOOL COMMITTEE
August 29, 2023 at 6:00 PM
Central North Meeting Room, 2nd Floor
Town Hall
210 Central Street
Hingham, MA 02043

or Remote via Zoom
Dial-in number: 1-929-205-6099
Meeting ID: 850 2147 2410
Passcode: 782213
Website: <https://zoom.us/join>

MEETING AGENDA

1. Call to Order
2. Approval of minutes
 - 2.1 Minutes of the School Committee meeting held on August 7, 2023

3. Questions and Comments

The Hingham School Committee encourages community engagement and welcomes questions and comments as agenda items are discussed at the meeting. In addition, we have set aside up to fifteen minutes at the beginning of this meeting for comments or questions that fall under the purview of the School Committee and are not already on tonight's agenda. If any guests wish to speak, please raise your hand, state your name and address, and address your comments to the Chairperson. Comments will be limited to 3 minutes per speaker and must relate to topics within the scope of responsibility of the School Committee. As established by the Massachusetts General Laws, the responsibilities of the School Committee are to (1) select and to evaluate the Superintendent, (2) review and approve budgets for public education in the district, and (3) establish educational goals and policies for the schools in the district. Speakers are encouraged to present their remarks in a respectful manner and to consider the privacy interests of others. The public comment period is not a time for debate or response to comments by the School Committee. The School Committee is not adopting or endorsing any of the comments made during the public comment period.

In addition to this public comment period, the School Committee practice provides time for questions and comments from the public on new business items on the agenda.

4. Superintendent's Report
 - 4.1 Facilities Update for the Beginning of the School Year
 - 4.2 Personnel Update
 - 4.3 Beginning of School Activities

5. Communications
 - 5.1 Communications Received by the Superintendent
 - 5.2 Student Communications
 - 5.3 Other Communications

6. Unfinished Business

7. New Business
 - 7.1 To review and approve the Superintendent's goals for the 2023-2024 school year
 - 7.2 To receive an update on goals for Student Services for 2023-2024
 - 7.3 To review the "Leadership and Governance" standard for Comprehensive Program Review and act as appropriate
 - 7.4 To discuss grants and donations and act as appropriate
 - 7.5 To review surplus materials and act as appropriate

8. Subcommittee and Project Reports
Warrants Signed

9. Other items as may not reasonably be known 48 hours in advance of the meeting

10. Adjourn

Next School Committee Meetings:

Monday, September 11, 2023 at 7:00 PM

Monday, September 18, 2023 at 7:00 PM

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

HINGHAM SCHOOL COMMITTEE

August 7, 2023

MEETING MINUTES

Called to Order at 5:00 PM

School Committee Chair Nes Correnti called the meeting to order at 5:00 PM, and began by reading the following statement for those participating by zoom:

This meeting is being held in person and/or remotely as an alternate means of public access pursuant to Chapter 2 of the Acts of 2023 and all other applicable laws temporarily amending certain provisions of the Open Meeting Law. You are hereby advised that this meeting and all communications during this meeting may be recorded by the Town of Hingham in accordance with the Open Meeting Law. If any participant wishes to record this meeting, please notify the chair at the start of the meeting in accordance with M.G.L. c. 30A, § 20(f) so that the chair may inform all other participants of said recording.

School Committee members present: Chair Nes Correnti, Vice-Chair Michelle Ayer, Secretary Jen Benham, Kerry Ni, Tim Dempsey, Alyson Anderson, and Matt Cosman

School Committee members participating remotely: none

School Committee members absent: none

Central Office Members present: Superintendent Dr. Margaret Adams, Assistant Superintendent Kathryn Roberts, and Director of Business and Support Services Aisha Oppong

Also present: Executive Assistant Sherry Robertson

This meeting incorporated the use of the OWL camera to broadcast the meeting via Zoom. Harbormedia was also present and recorded the meeting.

Visitors present: Dr. Barbara Cataldo, Joseph Young

Remote visitors: There were approximately 9 remote attendees on Zoom.

Approval of minutes:

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the minutes of the School Committee meeting held on July 10, 2023

Questions and Comments:

There were no questions or comments at this time.

Superintendent's Report

- **Enrollment Update**

Dr. Adams discussed enrollment numbers as projected for September, and stated that the numbers will be updated and be more accurate closer to the start of school.

- **Groundbreaking Ceremony**

Dr. Adams stated that the groundbreaking ceremony for the new Elementary School will be on Friday, August 25th at 11:00AM.

- **Personnel Report**

Dr. Adams noted the memo in the packet reviewing the amount of new hires, resignations, and job changes. There were questions and comments from the public including questions about the hiring process and if experience gained in private school was considered in establishing salary steps.

Dr. Adams also addressed questions about salaries explaining that Masters, step 5 is the range allotted for in the budget for open positions.

- **DESE Comprehensive District Review**

Dr. Adams explained that DESE has selected the district for a Comprehensive District Review, and noted the standards and indicators that will be looked at in the process.

- **Update on plans to support ban on town's plastic single-use water bottles**

Dr. Adams stated that the schools will support the town's ban by not selling single use water bottles. She stated that water fountains are available to students in all schools, and that repairs are being made to the fountains that need them.

- **Town Energy Facilities Audit**

Dr. Adams stated that there is information in the meeting packet about the audit being done of the energy efficiency of town facilities including the school buildings.

Communications

Interim Executive Director of Student Services Dr. Barbara Cataldo introduced herself and stated that she has been meeting with families and has been in contact with the chairs of SEPAC.

Assistant Superintendent Kathryn Roberts stated that the professional development for the new elementary reading program is going on this summer.

Unfinished Business

none

New Business

Memorandum of Understanding with the Recreation Commission and Select Board

Kerry Ni explained that the Memorandum of Understanding (MOU) had developed after a field study was done by Weston & Sampson, and with the MOU the School Committee agrees to consolidate the management of the fields under the recreation department. She noted that the Recreation Commission and the Select Board have already voted to approve the agreement.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the Memorandum of Understanding with the Recreation Commission and Select Board

Contract for Assistant Superintendent

Dr. Adams noted that this contract was discussed in July during an Executive Session, and is ready to be voted on.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the contract for Kathryn Roberts for the position of Assistant Superintendent Kathryn Roberts

Change in Student Services Legal Counsel

Dr. Adams explained the request a change of legal counsel for Student Services from Murphy, Hess, Toomey & Lehane to the Lyons Law Group for the 2023-2024 school year. She provided a memo that stated that The Lyons Law Group is a small firm located on the South Shore that specializes only in providing district legal services in special education and issues related to student services. Lyons Law Group has a well-established practice that is used by many surrounding school districts.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the change to the Lyons Law Group as interim student services legal council for the 2023-2024 school year and approve the proposed committee.

Student Trip to Portugal in April of 2024

Music Teacher Dr. Joseph Young was present to explain details of the proposed trip. He stated that most of the trip occurs during April vacation and that the trip is open to chorus students and students in the GCP club. He explained that the itinerary includes visits to museums, architectural sites, an olive orchard and many historic and cultural experiences. He added that there will be opportunities for fundraising and financial assistance is available.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the student trip to Portugal in April of 2024

Change in Contract for Lease of TRACES Building

Director of Business and Support Services Aisha Oppong stated that this contract was approved at the last meeting but a change has been made to include a deadline of May 15th to notify the owner if the district was not going to continue the lease for the following school year.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the updated contract for the lease of the TRACES building that includes a notice of vacancy by May 15, 2024 and May 15, 2025

Donations and Grants

Dr Adams explained that the memo in the packet from High School Principal Rick Swanson states that Cathy Savery, School Counselor and Post-Secondary Planning Coordinator at HHS, first won a MassHire grant two years ago, and she recently earned renewal of the \$7,000 grant, which has so far supported a variety of new programming for HHS students.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the grant in the amount of \$7,000 for the MassHire Program

Assistant Superintendent Kathryn Roberts noted the memo in the packet from Science Director Michelle Romano explaining that the Hingham Public Schools successfully applied for funding from the DESE FC 601 Grant, which provides districts with money for OpenSciEd adoption expenditures. Hingham Public Schools was awarded grant funding totaling \$39,785.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to accept the grant in the amount of \$39,785 from the DESE FC 601 Grant for OpenSciEd

Policy AD - Mission Statement (second read)

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the updated policy AD- Mission Statement

Policy DJE - Procurement Requirements (second read)

Alyson Anderson noted the changes were made to coincide with Massachusetts General Laws regarding the bidding process

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to approve the updated Policy DJE- Procurement Requirements

Subcommittee and Project Reports/Warrants Signed

- Matt Cosman reported that the Hingham Education Foundation has a meeting on September 12th. He also reported that the Special Education Subcommittee will be having a meeting with Dr. Cataldo.
- Tim Dempsey reported that the Hingham Rights Commission has an upcoming meeting this week.
- Kerry Ni reported that the Salary and Negotiations Subcommittee has several upcoming meetings with Unit A, Unit B, the Administrative Assistants, and the Bus Drivers Union.
- Michelle Ayer encouraged the community to attend the groundbreaking ceremony for the new Foster Elementary School
- Jen Benham reported that there are financial warrants in the meeting packet.














































Other items as may not reasonable be known 48 hours in advance of the meeting

The Committee briefly discussed changing the start times of some upcoming meetings.

On a motion by Michelle Ayer and seconded by Jen Benham

- It was **voted** to adjourn at 6:02PM

Respectfully Submitted By: Jen Benham

Name	↑
 Item 8 Warrants	
 08.07.2023 Agenda.pdf	
 Item 2.1 Minutes of the School Committee meeting held on July 10, 2023.pdf	
 Item 4.0 Enrollment Summary.pdf	
 Item 4.0 Groundbreaking Invitation.pdf	
 Item 4.1 Personnel Report Open Position August 7th.pdf	
 Item 4.1 Personnel Report.pdf	
 Item 4.2 2023-24 district review notification letter_Hingham.pdf	
 Item 4.2 District Review FAQ.pdf	
 Item 4.2 district-selfassessment.pdf	
 Item 4.3 Memo on School Response to Water Bottle Ban (1).pdf	
 Item 4.3 Plastic Bottle Policy - 04 19 2023.pdf	
 Item 4.4 CBS-Hingham_NDA-Liability Release_071823.pdf	
 Item 4.4 Centrica-Hingham Memo_25A, 11i EMS Project.pdf	
 Item 7.1 MOU - Field Maintenance.pdf	
 Item 7.2 Updated 7 17 23 Asst. Superintendent Contract (1).pdf	
 Item 7.3 Change in Student Services Legal Counsel .pdf	
 Item 7.4 Proposed Student Trip to Portugal in April of 2024.pdf	
 Item 7.5 Traces 23-24 lease updated language - Google Docs.pdf	
 Item 7.6 Career Grant Memo 07-28-23.pdf	
 Item 7.6 ESE FC 601 Grant Memo August 2023.pdf	
 Item 7.7 AD - MISSION STATEMENT - DRAFT.pdf	
 Item 7.8 DJE - PROCUREMENT REQUIREMENTS - DRAFT.pdf	



HINGHAM PUBLIC SCHOOLS

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Memo

To: Hingham Public Schools Committee

From: Margaret Adams, Superintendent of Schools
Katie St. Claire, Director of Facilities
Aisha Oppong, Director of Finance and Operations

Date: August 24, 2023

Subject: Facilities Update

We are grateful to the custodial and maintenance staff who have worked to prepare the schools for the opening of the new school year. In a short time, the staff has been able to thoroughly clean each of the schools and complete needed updates and regular maintenance to each school.

The following is an outline of facilities updates that apply to all schools.

- All paper recycling dumpsters were removed. We transitioned to a single-stream dumpster at every building. Single stream allows us to recycle paper, cardboard, aluminum, cans, plastic, and essentially all materials that can be recycled.
- All buildings have security shades for classroom windows of the doors installed.
- Filters are periodically changed in all of the water filling stations
- The fire alarm, fire extinguisher, wheelchair lifts, elevator, and kitchen hoods were all inspected as required.
- Kitchen equipment underwent regular maintenance.
- The facilities staff at the elementary schools supported delivering all the reading materials to the classrooms.
- Plan to update signage in all schools to support gender-neutral bathrooms where needed.

- A new work order system has been activated. We are finishing the final touches for the web-based Building Use Request system and hope to have this rolled out by the end of the month.
- The open Maintenance position was filled.
- Annual Staff Safety was completed. Ashley Sanford, Building Coordinator, provided the training
- Fireproofing treatment completed on the stages.
- Boilers were provided preventative maintenance for the upcoming heating season.

The following are updates specific to each of the school buildings.

Plymouth River

- Classrooms were moved to facilitate grades K-2 and grades 3-5 wings.
- The upper bathroom doors still need to be replaced as part of the window projects.
- To improve accessibility, the GaGa pit was made accessible. The wood fiber was added to the upper and lower playgrounds.
- Landscaping was completed in the front garden and trees.
- The parking lot will be painted.
- An estimate has been secured for a quote to paint the awnings in the front of the building.
- We have an estimate for an engineer to determine the next steps for the columns surrounding the building.
- We are waiting on quotes to remove 2-4 partitions in classrooms.
- Signs for accessibility have been updated in the parking lots.
- All bubblers in classrooms are operational.
- A purchase order has been issued, and the new sound system for the cafe has been ordered. This was a FY24 capital project.
- Completion of Security Cameras installation has been completed. This is part of FY 24 Capital.

South Elementary

- Repainted the four squares on the playground.
- The rainbow crosswalk was repainted.
- All of the exterior railings were scraped and repainted.
- An oven in the kitchen was replaced.
- An exhaust fan was replaced in the kindergarten wing.
- Updates for the South building management system for the HVAC were begun. Rewiring for the HVAC was begun.
- All the bushes along the stairway in the front were pulled out. New seedlings were planted.
- The cafeteria unit for the cooling system will go out to bid.
- Hartford Steam Boiler and insurance company inspected the boilers.
- Signs for accessibility have been updated in the parking lots.

Hingham High School

- The Smart Boards were taken down in all classrooms and replaced with Viewboards. Maintenance and a subcontractor have completed the installation.
- Two ovens were replaced in the kitchen.
- Signage was added to the far parking lot. The spots were numbered. The main lot also numbered 85 spots for the student parking lot.
- A new saw was installed in the woodshop, including removing old equipment.
- A new saw was installed for Traces and the old was removed.
- One room was swapped from a bookroom to an office.
- The rigging on the stage was inspected.
- Some painting in bathrooms of classrooms occurred.
- Painting of the upper boys' locker room floor occurred.
- Handicap parking signage was updated to include van accessibility.
- The refractories in the boilers were replaced/repared. Boiler refractory is heat-resistant materials that line the boiler to help it retain heat. This prevents thermal loss during boiler operation.
- Two manholes were rebuilt to meet DEP's requirements.
- The Veeder Root System was calibrated and inspected. This device monitors liquid levels in the underground oil tank system.
- Tennis Court rehabilitation is underway and expected to be completed in October.

Hingham Middle School

- Boiler #4 was replaced using funding from Capital 2022-2023. This project will be performed by Industrial Burner Systems using a crane.
- Industrial waste tanks for art and science have been pumped
- Security shades have been installed in all classrooms.
- The burner in boiler #2 was replaced.
- The fan motor for a Energy Recovery Unit #1 is being replaced.
- The injection pumps for the septic tanks were pulled and inspected and high and low liquid level floats were replaced.
- 25 Uninsulated cooling valves found in ceilings were insulated.
- Resignation of evening custodian Marcus Burden was received.

East Elementary School

- The chiller was struck by lightning on July 4th. Preferred Mechanical has performed the replacement of two compressors and associated components. This was covered under insurance.
- Industrial Waste Tanks that provide for waste from art and boiler rooms have been pumped.
- Hartford Steam Boiler and insurance company inspected the boilers.
- ADA pads were installed for the entrance ramps.
- Security shades were installed on every classroom door.
- Playground pour and play was removed and replaced with wood chips and rubber mats.
- Landscaping was completed on the front of the building.
- Replacement/Installation of low-vision anti-slip tape has been completed.

- The painting of bathroom stalls was completed.
- The failing Fire Alarm panel was replaced. This was part of a FY22 Capital expenditure.

Foster

- Hartford Steam Boiler and the insurance company inspected the heating system to prepare us for the fall.
- The Veeder Root System was calibrated and inspected. This device monitors liquid levels in the underground oil tank system.
- Painting was completed in the main office, the exterior of the building, and the Pre-K classrooms.
- A playground fence was installed.
- Landscaper completed on the front of the building.
- Meetings with OPMs for the elementary school building project continued throughout the summer.
- Plans for pick up and drop off for the coming school year continue with OPM and contractors.
- Paint interior railings and stairwells have been completed.
- Replacement/Installation of low-vision anti-slip tape has been completed.

Depot

- A new charging station for a new electric car was installed.
- Complete repairs to the Support Services Building (Gatehouse), including replacing and upgrading the electrical service. These repairs were covered under the insurance claim.



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Margaret Adams, Ed.D.

Superintendent of Schools

To: Margaret Adams, Superintendent of Schools

From: Kelly Larkin, Human Resources Coordinator

Cc: Aisha Opping, Director of Finance and Operations

Subject: Personnel Report

Date: August 29, 2023

The following report represents changes in personnel during the period of August 8, 2023 to August 29, 2023.

Appointments

Name	Position	Location
Sarah Morse	Science Teacher	HMS
Camryn Ozolins	Health Teacher	HHS
Emily Thompson	Art Teacher	HMS
Colleen Anderson	Science Teacher	HMS
Rod Ferguson	Science Teacher	HMS (Previously Long Term Substitute)
Kimberly Cox-Forrand	Paraeducator	HMS
Damian Hickey	Art teacher	HMS/HHS
Lorraine Shea	AdminAsst. Guidance	HMS
Colleen Connolly	Reading Interventionist	PRS
Anthony Cave	1st Grade Teacher	PRS
Nancy Swanson	Spanish Teacher	PRS (Previously Long Term Substitute)

Heather Chipley McCall	Executive Assistant - Director of Business and Support Services	Central Office
Kathleen Zorella	SLP	South
Susan McDonald	Spanish Teacher	South
Ashton Clancy	SLP	East
Alexander Moy	Music Teacher	East
Hannah Piasecki	Secondary English - LTS (Year Long Absence)	HHS
Paul Micele	Special ED - Academic Tester	HHS
Sandra Mastrullo	Reading Interventionist	Foster
Jasper Lee	Paraeducator	Foster
Erin Flynn	Elementary Teacher - LTS (Year Long Absence)	Foster
Regina Marchione	Paraeducator	East
Dorota Lynsky	Paraeducator	East
April Tremante	Pre -K LTS (Maternity Leave)	East
Michelle Magner	KIA Teacher - Spanish Immersion	KIA
Jennifer Garretson	KIA Teacher Assistant	KIA
Diane Russo	KIA Teacher	KIA
Emily McLaughlin	KIA After School Teacher	KIA
Natalia Catone	KIA Teacher - Spanish Immersion	KIA
June Feeney	KIA Teacher	KIA
Pamela Taylor	KIA Teacher	KIA
Beverly Carter	Food Service Tech	Food Service
Rebecca Deveau	Food Service Tech Sub	Food Service
Kathleen Bonner	Food Service Tech	Food Service
Kristina Pinto	Food Service Tech	Food Service
Carol Callinan	Food Service Tech	Food Service
Linda Dougherty	Food Service Tech	Food Service
Stephanie Maggiani	Assistant Director of Food Service	Food Service

Resignations

Name	Position	Location
Rachel Petit	Pre-K Teacher	East
Marcus Burden	Custodian	HMS
Brian DeStoop	Paraeducator	HMS
Colleen Cox	KIA Assistant	KIA

Open Positions

- We have approximately 10 paraprofessional needs across the district as of today. We hope to reduce that number before the start of the school year.
- We need three bus drivers, one van driver and five custodial/facilities staff.
- We have one English teacher and school nurse position still open at the middle school. However, we have potential candidates who we hope to have in place by the end of the week.



2023-2024 OPENING ACTIVITIES

MONDAY, AUGUST 28, 2023		
8:00 AM - 2:30 PM	NEW EDUCATOR ORIENTATION & WORKSHOPS All HPS Administrators and New Teaching Faculty	HMS
TUESDAY, AUGUST 29, 2023		
8:30 AM - 2:30 PM	NEW EDUCATOR ORIENTATION & WORKSHOPS New Teaching Faculty	HMS
9:00 AM - 11:30 AM	LEADERSHIP SAFETY SUMMIT HPS Administrators	Town Hall
WEDNESDAY, AUGUST 30, 2023 CONVOCATION-DAY 1 <i>ALL HPS Administrators and Educators</i>		
7:45 AM - 8:20 AM	Coffee & Conversation	HHS Foyer
8:30 AM	Welcome & Introductions <i>(School Committee, HEA Welcome)</i>	HHS Auditorium
	Convocation Address <i>(Dr. Margaret Adams, Superintendent)</i>	HHS Auditorium
10:00 AM	HEA Meeting	HHS Auditorium
10:30 AM	Department Meetings (Elementary Faculty Return to Buildings)	As Assigned
1:00 PM	HMS/HHS Faculty Meetings	See Principal's Communication
Asynchronous Conflict of Interest Training (See building schedule—complete w/ in 30 Days)		
THURSDAY, AUGUST 31, 2023 CONVOCATION-DAY 2 <i>ALL SUPPORT STAFF: Paraeducators, Interventionists, Secretaries, Admin./Exec. Assistants, Bus Drivers, Custodians, Maintenance, Food Services, Central Office Staff</i>		
8:00 AM	Support Staff—Coffee & Conversation	HMS Foyer
8:30 AM	Welcome & Convocation Address <i>(School Committee, HEA, Dr. Margaret Adams)</i> Support Staff Training <i>(Kathryn Roberts)</i>	HMS Auditorium
11:00	HEA Unit B-C-D Meeting	HMS Auditorium
11:00	Bus Driver Meeting	HMS LMC
11:00	MTSS Interventionist Meeting	HMS Room 212

11:30 AM	Support Staff Report to Buildings	As Assigned
THURSDAY, AUGUST 31, 2023 (Continued)		
8:00 AM	Freshmen & New HS Student Orientation	HHS
8:30-11:30 AM	K-5 Special Education Goal Book Training	HMS DLT
12-3:00 PM	Gr. 6-12 Special Education Goal Book Training	HMS DLT
12:30 PM	Elementary Faculty Meetings	See Principal's Communication
2:00 or 2:30 PM	Elementary Family "Walk Throughs"	

DEPARTMENT MEETING LOCATIONS WEDNESDAY, AUGUST 30, 2023 10:30 AM		
Department	Facilitator	Location
Computer Science	Jenny Cina	HHS 272
Counseling	Heather Rodriguez	Transition Room
English, Reading	Mary Andrews	HHS LMC
Family & Consumer Sci.	Lauren Beischel	HHS 298
Fine Arts	Joann Bellis	HHS 163
Food Service	Kim Smyth	HHS Cafeteria
Health	Karen Beatty	HHS Health Room
MTSS(K-12 Literacy & K-8 Math Specialists)	Katie Roberts Melissa Goldman	HHS 222
Industrial Technology	Dr. Paul Pawlowski	HHS 151
Kids in Action	Jackie Sansone	South Elementary School
Library & Media	Sara Daly	HHS LMC Conference Rm.
Mathematics	Dave Jewett	HHS 229
Nursing	Meredith Johnson	HHS Nurse Office
Physical Education	Erika Shinney	HHS Conference 2
Science	Michelle Romano	HHS 126
Social Studies & Business	Andy Hoey	HHS 291
K-12 Student Services	Dr. Barbara Cataldo Charleen Fabrizio & Amy Muldoon	Room 103
Technology Support	Joe Andrews	HHS Conference 1
World Language	Erica Pollard	HHS 175

EVALUATING THE SUPERINTENDENT

AN EXPLANATION AND GUIDE TO A MEANINGFUL AND MANAGEABLE EVALUATION PROCESS



Massachusetts Association of School Committees

One McKinley Square, Boston, MA 02109

masc.org

December, 2019

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INTRODUCTION

In 2010, the Massachusetts Legislature passed *An Act Relative to the Achievement Gap*. The objective of the legislation, along with enabling Massachusetts to qualify for Race to the Top federal funding, was to focus resources and efforts on improving the educational outcomes for all students and close persistent gaps in achievement between student cohorts.

Because a rigorous evaluation can be a valuable tool for helping teachers and administrators be effective educators, the law authorized the Massachusetts Board of Elementary and Secondary Education (BESE) to establish an educator evaluation model which is now used to evaluate all licensed educators, including teachers, administrators and superintendents throughout the Commonwealth.

The purposes of the evaluation are multifold and include:

- Linking the work of educators to the goals of the district;
- Creating a consistent set of standards throughout the state to measure educator performance;
- Connecting the evaluation to the impact an educator has on student achievement;
- Assisting educators in developing their own professional skills and improving their performance.

MASC was closely involved in developing the general outline for the model system, as well as in revising the Standards and Indicators of Effective Administrative Leadership in 2019. MASC has trained many school committees on implementing the new evaluation model system since its inception and guided school committees in the development of processes and practices that provide for an objective and fair evaluation of the superintendent in a thorough, yet effective manner.

For many, particularly school committee members and others unfamiliar with the model system, it can seem quite daunting. However, when broken into its component parts, it becomes much more manageable. This guide describes the components of the model system and guides the reader through the superintendent evaluation process and cycle to make it approachable and understandable.

The guide also advises school committees on the important tasks to accomplish at each stage of the evaluation cycle. While the Massachusetts model system for educator evaluation can seem more complex than the tools many committees used in the past, when done well, it has the advantage of being more objective and less subjective than past tools.

The Big Picture – District Goals

Before delving into the evaluation of the superintendent, it's important to take a step back and understand how the work of the superintendent fits in to the big picture of the district. In broad terms, the superintendent guides the district in achieving the district's mission, vision and goals. As school committees work with the superintendent to determine the goals and standards on which the superintendent will be evaluated, this big picture should inform and guide the work.

THREE COMPONENTS OF THE EVALUATION SYSTEM

COMPONENT ONE: TWO-PART TOOL

The model system for educator evaluation consists of two parts: Goals and Standards.

GOALS:

The evaluation model is GOAL FOCUSED. It is intended to foster growth on the part of the individual educator and, for the superintendent, keep the focus on improvement in student growth and achievement in the district. Keeping the focus on the goals makes the evaluation a tool that is unique to the individual educator and to the school district. In the regulations for educator evaluation, superintendents are required to have one Professional Practice goal, related to their individual professional growth and one Student Learning goal, related to their impact on student achievement. It is also recommended that they have two to four District Improvement goals that relate to the work necessary to drive the district forward.

STANDARDS:

The Department of Elementary and Secondary Education (DESE) has defined the Standards and Indicators of Effective Administrative Leadership in a document referred to as the rubric. The Standards and Indicators are defined in the regulations and are the same for all educators with a similar role throughout the state.

There are four standards for superintendents: Instructional Leadership, Management and Operations, Family and Community Engagement and Professional Culture. Standards are broad categories of knowledge, skills and performance relative to the work of the superintendent.

Standards are further broken down into Indicators. Indicators define more specific knowledge, skills and performance for each of the four Standards.

And then, Indicators are broken down even further into Elements, which define even more specific aspects of practice. Each element has four (4) descriptors, which describe the practice when implemented at an Unsatisfactory, Needs Improvement, Proficient or Exemplary level. To better understand the framework of the Rubric, refer to the Appendix. The full rubric for superintendents has the four (4) Standards, twenty (20) Indicators and thirty-nine (39) Elements.

IMPORTANT - NEW FOR 2019

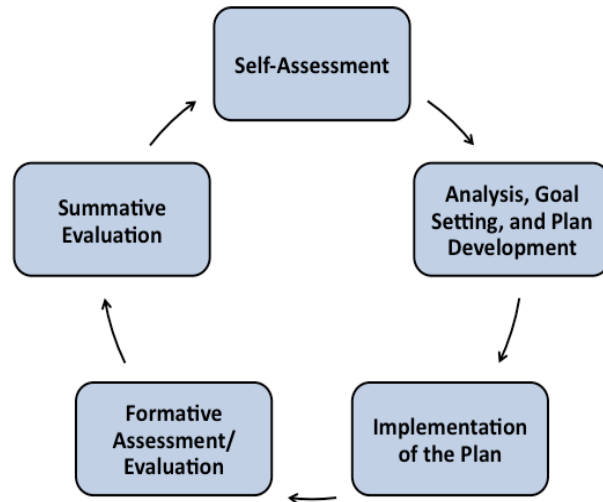
DESE has introduced a pilot rubric for superintendents which has only the four (4) Standards and twenty (20) Indicators. Each Indicator has descriptors for what that Indicator looks like at different levels of practice. The Elements are not included in the pilot rubric.

This new rubric better addresses the role of the school committee as evaluator and allows the school committee to: maintain its governance role by focusing on the results of the work, make the process more manageable when multiple people contribute to the evaluation, and help make the evaluation more understandable to the public,

The regulations for Educator Evaluation specifically define each of the Indicators. So, the regulatory language for each Indicator has become the description of Proficient in the rubric.

COMPONENT TWO: 5-STEP CYCLE

DESE defines a 5-step cycle for educator evaluations, including those of superintendents. It's important to understand that, for the process to proceed smoothly and be of value, attention needs to be paid to every step in the cycle.



Graphic supplied by MA Department of Elementary and Secondary Education. August, 2019

STEP 1. Self-Assessment

The evaluation process both starts and ends with a self-assessment. One can think of the self-assessment as a recap of the work done and progress made during the previous evaluation cycle. It answers the basic questions of “what has been accomplished in the past year and what work needs to be done?” As part of the self-assessment, the superintendent will provide evidence to support the conclusions of work on the goals and standards. It will also become the basis for informing the goals and standards for the next cycle.

STEP 2. Analysis, Goal Setting and Plan Development

Taking the information and evidence from the self-assessment, the superintendent will recommend, for approval by the school committee, a plan for the upcoming cycle. In this phase, the superintendent and school committee (evaluatee and evaluator) will discuss the work to be accomplished in the cycle, how it supports the work of the district and identify the priorities to be addressed. The plan will include goals that the superintendent will work to achieve, as well as limited selection of Indicators from the rubric (referred to as Focus Indicators) that demonstrate effective practice. The discussion should leave everyone with a clear understanding of the steps that will be taken and the work to be done to accomplish the plan.

According to DESE, goals should be SMART: Specific and Strategic; Measurable, Attainable; Rigorous, Realistic and Results-Focused, and Timed and Tracked. SMART goals also have key actions and benchmarks, which define when actions will happen and measurements of progress. Goals should clearly define an outcome that is understood by all.

STEP 3. Implementation of the Plan

Once the goals are set, it's time to get to work. For the most part, this is the work of the superintendent. There may, of course, be support the school committee must provide to enable the work. For example, certain initiatives might require budget allocations to be successfully implemented. In addition, it is helpful for the superintendent to keep the school committee apprised of progress throughout the cycle.

STEP 4. Formative Assessment

Approximately half-way through the cycle, the superintendent provides the school committee with an update on the progress of the plan. This is not a written evaluation, but rather an agenda item at a school committee meeting. It provides the opportunity for the school committee, as well as the community, to hear about the status of the plan. It gives the school committee the opportunity to ask any questions or voice any concerns it may have. If there is a need to make any adjustments to the goals in the plan, this would be the time to do it. While the Formative Assessment is important, ideally updates on implementation of the plan are occurring throughout the cycle, not just at the time of the Formative Assessment.

STEP 5. Summative Evaluation

At the end of the cycle, the superintendent presents the self-assessment, along with evidence to support the work done to achieve the goals and meet the standards agreed upon at the beginning of the cycle. Individual committee members consider this information, and, along with their own observations, evaluate the superintendent. Most commonly, the individual evaluations are compiled by a member of the committee into a composite evaluation. This composite evaluation is then discussed and voted upon as the final evaluation of the superintendent. In Massachusetts, this is a public process, conducted at a school committee meeting.

COMPONENT THREE: RATING SYSTEM

Lastly, the regulations define a rating system for the evaluation.

At the time of the Summative Evaluation, the superintendent will receive a rating for each Goal.

The possible ratings are:

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

The superintendent will receive a rating on each Standard. The possible ratings are:

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Each rating for the Standards is broadly defined as follows:

Exemplary: A level of performance that exceeds the already high standard of Proficient. Reserved for performance that is of such a high level that it could serve as a model for leaders regionally or statewide.

Proficient: Performance is understood to be fully satisfactory. This is a rigorous expected level of performance. It is a demanding, but attainable level of performance.

Needs Improvement: 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: The rating 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.

The ratings on the Goals and the Standards are combined into an over-all summative rating of Unsatisfactory to Exemplary.

There are a couple items to keep in mind about the rating system:

- A superintendent must be rated on each of the four Standards.
- In order to receive an overall rating of Proficient, the superintendent must receive a rating of at least Proficient on the Instructional Leadership standard.

HOW DOES THIS ALL WORK? (Implementing the Model Process)

At every stage of the 5-step cycle, there are tasks to be completed by both the superintendent and school committee. Keep in mind that paying significant attention to the tasks in the Goal Setting and Plan Development stage will reap benefits later in the cycle by ensuring everyone has the same understanding of expected outcomes.

GOAL SETTING AND PLAN DEVELOPMENT

First, set the goals. Remember, this is a Goal-Focused Evaluation. Keeping the focus in the goals keeps the focus on what is important for YOUR district's growth and improvement. Therefore, setting the goals first ensures that you keep this focus.

Using the self-assessment from the prior cycle, along with the district plan, the superintendent will work with the school committee to agree on goals for the coming cycle. If the superintendent is new to the district, this assessment would address the priorities the superintendent identifies upon reviewing the status of the district. The goals should, on the whole, describe the work that the superintendent will do to implement the district plan and goals, and to drive the district forward. As the district vision and plan is implemented, some goals may not change significantly from cycle to cycle, but the action plans should represent the next step in implementing the over-all district plan.

Goals should be SMART:

- Specific & Strategic
- Measurable
- Action-oriented
- Rigorous, Realistic and Results-Oriented
- Timed and Tracked

When a school committee and superintendent take the time to have a thorough discussion about what the goals mean and what they intend to accomplish, the remainder of the evaluation cycle can go much more smoothly. This can also help ensure that, at the end of the cycle, the ratings for the superintendent from the individual members of the school committee are more closely aligned.

At this point, a discussion of the goal OUTCOMES can be extremely beneficial in aligning expectations of everyone on the committee. Some questions to help ensure that the goal adequately describes the outcomes to be accomplished are:

- What is the outcome expected from implementation of this goal?
- How will the district be different a year from now if this goal is accomplished?

A discussion of expected outcomes will help ensure that the goal has a positive impact on the district, rather than being a list of tasks to complete that, in the end, have little or no impact.

Next, consider the Standards. Once the goals are set, then consider the second part of the two-part tool, The Standards and Indicators of Effective Administrative Leadership – the rubric.

While there are 20 Indicators, (and, if the committee is using the longer rubric, nearly 40 Elements) the committee should not use all the Indicators (or Elements) in the evaluation of the superintendent. Rather, pick a limited number of Focus Indicators (DESE recommends 6-8) that most closely relate to the goals you have set, or that you agree need attention. A limited number will help streamline the end of the process. And, again, it will help ensure that the ratings of individual school committee members are more closely aligned.

However, keep in mind that the superintendent must be evaluated on every Standard. So, in your choices, ensure that at least one Indicator from each Standard is selected.

Discuss the evidence. At this point it is very helpful to discuss the evidence that the superintendent might provide to show progress on the goals and implementation of the Standards. This serves a couple of purposes. First, it helps the superintendent consider the types of evidence that may be provided to the committee. Most importantly, it's another check to ensure everyone is viewing the goals and standards, and what will be accomplished during the cycle, through the same lens. Again, at the time of the summative evaluation, this can help keep the ratings of all the individual evaluators aligned more closely than they might be otherwise.

It should be noted that, especially when the goals and standards are aligned with each other, there are not necessarily two sets of evidence that the superintendent must provide, one for the goals and one for the standards. The same pieces of evidence will likely suffice for both. It's important to consider the evidence that truly supports the work, rather than expecting a large body of evidence that may or may not be relevant to the goals and standards.

Once the goals are set, Focus Indicators identified and evidence discussed, the school committee and superintendent can create a plan to monitor progress. One of the most effective ways to accomplish this is to create a year-long agenda for presentations at school committee meetings. This provides the opportunity for both the school committee and community to hear about the progress that's been made. It provides the opportunity for the school committee to provide feedback, lessening the chances of surprises at the end of the evaluation cycle. It also means that members are building an understanding of progress as the plan is implemented. So, at the end of the cycle, the review of evidence is just that, a review of information that's been conveyed all year rather than a "data dump" to be absorbed all at once.

Some superintendents and school committees have also found it beneficial to create a tool, such as a Google Docs or Dropbox folder where evidence related to goals and standards can be placed as it becomes available. This can help streamline the work of the superintendent in gathering the evidence as well as help school committee members build an understanding of progress during the entire evaluation cycle.

FORMATIVE ASSESSMENT

Part-way through the evaluation cycle, somewhere near the half-way point, there should be a formative assessment, a check-in on progress. This is not intended to be a written assessment, but rather a chance to discuss accomplishment to that point in time. The formative assessment takes place at a school committee meeting. It would generally be listed as an agenda item. The superintendent reports on progress and answer questions that the committee may have. It's an opportunity to keep the committee apprised of progress and to verify that the committee has a common understanding of the goals. Should there be a need to adjust the goals for any reason, this would be the time to do so. As noted above, while the Formative Assessment is beneficial, it is also wise to be monitoring progress throughout the entire evaluation cycle.

SMART goals delineate the actions that will be taken to complete them. Often, there are dependencies that must be in place for the goal to be achieved. There could be instances where a change in circumstances mean that the goal can't be accomplished as anticipated. In this case, it would be appropriate to revise the goal to fit the new circumstances. For example, if a goal was written in anticipation of receiving a grant, and the grant did not come through, the goal may need revision to adjust to the new circumstances.

SUMMATIVE EVALUATION

The summative evaluation is the public evaluation of the superintendent. The superintendent has only one evaluator, the committee as a whole and, therefore, only one evaluation. The final evaluation of the superintendent is intended to provide feedback that will help the superintendent know where the committee believes the superintendent has been successful and where improvement may be warranted. To serve the district and the superintendent well, the summative evaluation should provide objective feedback. It should also be limited to the goals and standards agreed upon at the beginning of the cycle and limited to the timeframe of the cycle.

Completion of the final summative evaluation generally takes place over several meetings. The superintendent will first provide a self-assessment to the committee, recapping the work completed and progress made during the cycle. Evidence to support the assessment will be presented and/or reviewed. This presentation allows members to ask the superintendent any clarifying questions as they prepare to complete the evaluation.

The process for preparing the committee's evaluation, often referred to as the Composite Evaluation can be accomplished in different ways, depending on committee preference. Most commonly, all members complete an individual evaluation which is collected by one compiler, usually the chairperson or a designee. Some committees may use a subcommittee to create the composite evaluation and some committees utilize someone outside the committee, such as a school committee administrative assistant. Alternatively, some committees forego the creation of individual evaluations and discuss and create the composite together at a public meeting.

Whatever process is utilized, however, it can be very beneficial to make sure everyone is clear on the process before it begins. This prevents surprises and potential contention at the end of the process, when the focus should be on the content of the evaluation itself.

After the superintendent's self-assessment is presented, committee members will have the material needed to complete individual evaluations. They will have the self-assessment, the evidence presented and the form to complete the evaluation. Everyone should also be clear on the deadline for returning the individual evaluation to whoever will compile the Composite Evaluation. Enough time should be allowed for individual committee members to ask the superintendent or chairperson any questions that arise as they complete their evaluations. And, of course, enough time should be allowed for the composite to be drafted.

In discussing preparation of the Composite Evaluation, committee members should be clear on the process for determining ratings and for drafting the narrative portion of the document. For the ratings, it's important to remember that, since the superintendent has only one evaluator, at the end there is only one rating for each goal, for each standard and for the overall summative rating. Therefore, the compiler must have a method for arriving at the composite rating. This should be more than assigning a number to each rating descriptor, adding them up and taking an average. The final composite rating should reflect a preponderance of the individual ratings. (Note that, however, committees can certainly present the individual ratings when discussing the evaluation in public.) Again, this is where a thorough discussion of the expected goal outcomes and the expectations for the standards back at the beginning of the evaluation cycle can make preparation of the composite much easier.

The process for preparing the composite narrative, a summary of member comments, should also be discussed in advance. Particularly in the comment section of the evaluation, the compiler has the challenge of creating one document that reflects the entire committee, but ensures that every individual can hear their voice reflected in the comments. Often, members agree that at least two members must make a similar comment for it to be reflected in the composite. Should a member feel an important comment was left out, they have the

opportunity to persuade their fellow committee members to include the comment during the public discussion of the evaluation.

Whatever process a committee uses to arrive at the composite evaluation of the superintendent, the final piece of the process is the public evaluation. According to the Open Meeting Law, discussions of professional competence - which is what the evaluation is - take place in public. In addition, employees of public boards are evaluated in public. So, whether individual evaluations are compiled into a draft composite, or whether the committee creates the document jointly, there is a public discussion and vote on the final evaluation. This may be the chairperson simply reading the composite or it may be a more extensive discussion. Completing the evaluation of the superintendent, however, lets the community know that the school committee is fulfilling one of its most important responsibilities and is monitoring and evaluating progress of both the superintendent and the district.

FREQUENTLY ASKED QUESTIONS

How does the evaluation relate to the superintendent's contract?

This is left to the discretion of the committee and superintendent. The evaluation can be used to determine a salary increase, bonus and/or contract extension. Some specifics of the evaluation, such as the timetable for the evaluation, the process for aggregating feedback from individual members may be in the contract. There may also be provisions about which school committee members are allowed to participate in the evaluation. Some contracts specify that members must be on for a specific amount of time before contributing to the evaluation.

Some contracts also call for a “mutually agreeable” process, timetable and tool. Others may require that school committees “confer and consult” with the superintendent regarding the evaluation. While the regulations are clear that the evaluator has the final decision on the goals in an evaluation, this does leave room for discussion and potential disagreement on other parts of the evaluation content and process. To avoid potential stalemates, MASC recommends “confer and consult” language in the contract.

What is the timing of the evaluation cycle?

The timing of the evaluation cycle is left to local discretion. As the new goal-focused evaluation model becomes established, many committees are adjusting the cycle to fit with the goal setting and planning that occurs in the rest of the district. The superintendent is evaluated at the end of the school year, with planning occurring over the summer and goals set no later than early fall.

Some committees may tie the evaluation cycle to the municipal elections, or to the release of state test scores, as they may be a piece of evidence for the evaluation. The rationale for tying the cycle to elections is to ensure that the committee sitting at the time the evaluation document was created is the same committee that completes the summative evaluation.

When committees choose a cycle that does not coincide with elections, it is useful to consider what happens if the composition of the committee changes during the cycle. Members stepping off the committee can prepare an individual evaluation that cover the period up until the point they leave the committee and this can become part of the composite. Members that join the committee part-way through may contribute to the evaluation based on the time they have been on the committee. They may choose not to participate, depending on how up-to-speed they feel. Or, they may decide to participate in part or fully participate. Of course, as members of the committee at the time of the actual evaluation, they are fully able to vote on the final evaluation if they choose.

How long is an evaluation cycle?

In the past, DESE defined an annual cycle for superintendents. With the new guidance in 2019, the Department now defines a two-year cycle for experienced superintendents. Simply put, the entire process spans two years rather than one. The formative, mid-cycle review would occur at the end of year one of the cycle and the summative evaluation would occur at the end of the year two.

An experienced superintendent is a superintendent who has been in the role for three years or longer and/or in the district for three years or longer. The decision to use a one-year or two-year cycle for an experienced superintendent is at the discretion of the school committee. Defining the length of the cycle in contract language, in this case, could be helpful.

Are the evaluations of individual members public?

Yes. If the individual evaluations are used in the creation of a composite document, they are considered public records.

Here is the answer from the Open Meeting Law Division of the Attorney General's office:
Yes, if those evaluations are used by the public body during an open meeting. The Open Meeting Law states that "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 are public records, and cannot be withheld from public disclosure. See G.L. c. 30A, §22(e). Thus, employee evaluations that members of a public body create and then use during an open meeting to evaluate 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. <https://www.mass.gov/info-details/frequently-asked-questions-about-the-open-meeting-law#frequently-asked-questions-about-evaluations->

What is the Supreme Judicial Court ruling regarding evaluations that is sometimes mentioned?

The SJC ruling refers to the release of the composite evaluation of the superintendent to the public. The Court determined that the composite evaluation contains the opinion of the individual members of the committee. As such, it rises, in the Court's eyes, to the level of deliberation. Therefore, as soon as the composite evaluation is available to the committee members, it must also be available to the public. This is to meet the requirements of the Open Meeting Law that deliberation by a public body is to occur in public. If the composite evaluation is made available to the committee in advance of the meeting, it must also be made available to the public through posting on a website and be available in paper form if requested.

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Superintendent Evaluation Procedural Steps Worksheet

<u>Task</u>	<u>Date</u>
1. Establish Goals and Focus Indicators <ul style="list-style-type: none"> • Determine process to establish: <ul style="list-style-type: none"> ○ Superintendent recommendation to full committee? ○ Superintendent work with subcommittee? • Discuss criteria to assess performance: <ul style="list-style-type: none"> ○ Key actions and benchmarks ○ Ensure goals are SMART ○ Examples of evidence that could be provided 	_____
2. School Committee vote to approve Goals and Focus Indicators	_____
3. Committee and superintendent discuss Formative (mid-cycle) Assessment <ul style="list-style-type: none"> • Agenda item, not written assessment 	_____
4. Superintendent provides end-of-cycle report	_____
5. Committee members receive evaluation form <ul style="list-style-type: none"> • Insert agreed-upon Goals into evaluation form • Highlight agreed-upon Indicators • Provide copy of rubric • Discuss: <ul style="list-style-type: none"> ○ Who will compile? ○ How will ratings be determined? ○ How will ratings be presented? ○ How will narrative be composed? ○ Will individual evaluations be shared with committee? 	_____
6. Committee members submit completed individual evaluations <ul style="list-style-type: none"> • Allow enough time to ask clarifying questions 	_____
7. Compiler creates composite evaluation	_____
8. Final evaluation presented, discussed and voted in a public meeting	_____

DRAFT Indicator Rubric for Superintendent Evaluation

*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.

The 2019-2020 Rubric Pilot. DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at cabbott@doe.mass.edu.

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 measure 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<p>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.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> 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.</p>			

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.	<p>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:</p> <ul style="list-style-type: none"> 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. 	<p>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:</p> <ul style="list-style-type: none"> 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. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>

	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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.	<p>Uses systems to ensure optimal use of time for teaching, learning, and collaboration, as evidenced by:</p> <ul style="list-style-type: none"> 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.
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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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: <ul style="list-style-type: none"> 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.
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 languages, culture, and values.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 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. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 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. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 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. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 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. <p>Models this practice for others.</p>

<p>IV-B. Cultural Proficiency</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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	<p>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.</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> 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. <p>Models these behaviors in their own practice.</p>	<p>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:</p> <ul style="list-style-type: none"> 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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.
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.

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.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

In addition to relevant and publicly available artifacts such as school committee reports and presentations, accountability data, and school and district improvement plans, the following list includes *examples* of common types of evidence² associated with each Standard and Indicator. It is meant to guide—not prescribe—the collection of evidence of Focus Indicators that have been agreed upon by School Committees and Superintendents. This list should not be seen as comprehensive, nor should a superintendent or committee attempt to gather all of the examples cited below.

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<p>A. Curriculum Indicator</p> <ul style="list-style-type: none"> ✓ Curriculum maps ✓ Example unit plans <p>B. Instruction Indicator</p> <ul style="list-style-type: none"> ✓ Aggregated classroom walkthrough/observation data ✓ Aggregated student feedback <p>C. Assessment Indicator</p> <ul style="list-style-type: none"> ✓ Report on district assessments ✓ Aggregated classroom walkthrough/observation data ✓ Report of data team meetings and/or protocols <p>D. Evaluation Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of educator goals ✓ Analysis of school and classroom observation data 	<p>A. Environment Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of safety and crisis plan elements and/or incidence reports ✓ Analysis of student support systems, structures, or programs <p>B. Human Resources Management and Development Indicator</p> <ul style="list-style-type: none"> ✓ Staff hiring and retention data ✓ School and district PD plans ✓ Annual Induction and Mentoring report <p>C. Scheduling and Management Information Systems Indicator</p> <ul style="list-style-type: none"> ✓ Analysis of master schedules and time on learning ✓ Report on common planning time and professional development opportunities <p>D. Law, Ethics, and Policies Indicator</p> <ul style="list-style-type: none"> ✓ Relevant leadership team meeting agenda items ✓ Policies and protocols governing 	<p>A. Engagement Indicator</p> <ul style="list-style-type: none"> ✓ Family and community engagement/participation rates and trends ✓ Examples of outreach to community stakeholders and organizations ✓ Example communications to representative cultural groups <p>B. Sharing Responsibility Indicator</p> <ul style="list-style-type: none"> ✓ Reports of family participation in district/school services ✓ Compilation of family referrals to and use of outside services ✓ Compilation of parent feedback <p>C. Communication Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of survey results from parents/community stakeholders ✓ District website and newsletters ✓ Example agendas for Back-to-School Night and similar events <p>D. Family Concerns Indicator</p> <ul style="list-style-type: none"> ✓ Compilation of parent feedback ✓ Observations of superintendent at school committee meetings 	<p>A. Commitment to High Standards Indicator</p> <ul style="list-style-type: none"> ✓ Example leadership team meeting agenda items and analysis ✓ School-site walkthrough data and follow-up reports <p>B. Cultural Proficiency Indicator</p> <ul style="list-style-type: none"> ✓ Implementation updates for relevant policies/practices ✓ Compilation of student/staff feedback on learning environments ✓ Related PD descriptions and/or feedback analysis <p>C. Communications Indicator</p> <ul style="list-style-type: none"> ✓ Memos/newsletters to staff and public ✓ Compilation of procedures and protocols to communicate effectively with the School Committee <p>D. Continuous Learning Indicator</p> <ul style="list-style-type: none"> ✓ Professional development for principals/administrators ✓ Report on professional

² 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.

SUPERINTENDENT EVALUATION: EXAMPLES OF COMMON TYPES OF EVIDENCE BY INDICATOR

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<ul style="list-style-type: none"> ✓ Analysis of student and staff feedback data E. Data-Informed Decision-Making Indicator ✓ District/school improvement plans ✓ Examples of status updates and other reports for school committee F. Student Learning Indicator ✓ Statewide assessment data ✓ Common assessment data ✓ Analysis of other performance data 	<p>confidentiality and district code of ethics</p> E. Fiscal Systems Indicator ✓ Budget analyses and monitoring reports ✓ Budget presentations	<p>and other public settings</p>	<p>development/continuous learning for superintendent</p> E. Shared Vision Indicator ✓ Example leadership team meeting agenda items and analyses ✓ District communications with staff, families, and community F. Managing Conflict Indicator ✓ Compilation of feedback from staff, parents, and/or other community members ✓ Observations of superintendent at public meetings

Model Guidance on the Superintendent Evaluation Process is available at

www.doe.mass.edu/eval/model/



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Margaret Adams, Ed.D.
Superintendent of Schools

To: Hingham School Committee Members

From: Margaret Adams, Superintendent of Schools

Date: August 27, 2023

Subject: Superintendent's Self-Assessment and Goals

Superintendents are evaluated by school committee members using the process outlined by the Massachusetts Department of Elementary and Secondary Education and the accompanying rubric. The DESE outlines a five-stage process for evaluation, including self-assessment, goal setting, action planning, formative assessment, and summative evaluation. The following will outline the goals and action plans for the 2023-2024 school year.

Self-Assessment

The following is a summary of progress towards the four standards outlined in the DESE's Superintendent Rubric. It is not representative of all of the strengths and needs of the district but is meant to represent some highlights considered in the development of this year's goals.

I. Instructional Leadership

Last year, the district made great progress in implementing a Multi-Tiered System of Supports, especially in the elementary grades in reading and math. Teachers in grades K-5 reviewed literacy and math data several times during the school year to develop intervention groups and discuss instructional strategies to meet students' needs. Professional development in grades K-5 also focused on implementing math best practices. As the year progressed, the district saw student achievement and performance increases. Continued momentum in implementing MTSS will be important to close pandemic-related gaps, especially for our subgroups.

Some efforts were made at the secondary level, including implementing reading and math assessments at the middle school for Tier II and III students. However, continued development of tiered academic support at the secondary level is a need.

Several planning processes were completed last year to support the continued implementation of the district's strategic plan. These include a Technology Plan, Communication Plan, Equity Audit, and Professional Development Plan. Building on the momentum of these plans for the coming school year will be important. In addition, the district must thoughtfully review the current programming for student services, including special education, to help identify short- and long-term goals to ensure we can meet all students' needs.

II. Management and Operations

The district successfully navigated two important milestones last year. First, a successful town meeting in the fall supported the funding for a new elementary school building. Second, a successful override in the spring allowed the maintenance of current staffing levels needed to address the pandemic-related learning loss. Building upon the success of those two initiatives, the coming school year's budget process can be strengthened.

Strengthening the recruitment, hiring, and retention of new staff is needed. While many procedures and processes exist, strengthening these are important. Data collection will also help inform the effectiveness of each hiring process component. The district should also seek creative and innovative recruitment and hiring approaches and partnerships that can support increasing the diversity of our staff.

Progress continues in trying to meet the varied needs of the school facilities. The addition of the new elementary school building was an important accomplishment. The final facilities plan will help establish priorities for the coming years of needs that must be addressed.

III. Family and Community Engagement

The district made great strides last year in strengthening communication with stakeholders. Increased social media presence and use of multiple means of communication allowed for greater engagement. The website is an area that consistently is referred to as an area of need. Reviewing possible platforms for upgrading the website will be an area of focus for the coming school year. A Communication Plan to be shared in September will outline specific strategies for building upon last year's successes and continue to engage all of our families. Strengthening means of communication and relationships with our families and students with special needs will be important next year. I also would like to build and strengthen opportunities to amplify student voices.

IV. Professional Culture

Regular updates to the school committee and the community about implementing the district's strategic plan have helped to support the forward momentum of the district. The planning process implemented last year has also helped to memorialize specific action steps that can help propel progress. An area of need is developing a shared vision for Student Services and implementing a thoughtful review of our current programs to identify the many strengths and areas of need that will support the continued success of all our students.

Goals 2023-2024

The following goals for the 2023-2024 school year focus upon the following key focus indicators:

- I-E-Data-Informed Decision Making
- II-B-Human Resources Management & Development
- II-D-Laws, Ethics, and Policies
- III-A-Engagement
- IV-C-Communication
- IV-D-Continuous Learning
- IV-E-Shared Vision

Goal 1: Effective Entry and Direction Setting

By June 2024, to ensure the district's continuous improvement, provide leadership for implementing comprehensive plans that identify the district's most critical needs, outline processes for continuous improvement that will address those needs most effectively, and the measures that will be used to assess progress.

Key Actions

- Implement year two of the Strategic Plan.
- Implement year one of the two-year Professional Development Plan.
- Implement year one of the three-year Technology Plan.
- Develop and implement year one of equity goals based on the Equity Audit.
- Develop and implement the second year of the Communication Plan.
- Continue to strengthen MTSS implementation in grades K-12.
- Create opportunities to amplify student voices.

Benchmarks

- Updates on progress towards Professional Development Plan, Technology Plan, Communication, and Strategic Plan.
- Develop and implement year one of the Equity and Inclusion Plan.

Standards Addressed

- I-E-Data-Informed Decision Making
- II-E-Fiscal Systems
- III-A-Engagement
- IV-C-Communication
- IV-E-Shared Vision

Goal 2: Strengthen Procedures for Hiring, Recruitment, and Retention

To support the recruitment, retention, and promotion of high-quality educators and staff, create clear and comprehensive systems for employee recruitment, retention, and promotion that value and promote equity and inclusion.

Key Actions

- Create a hiring guide for all hiring managers to utilize consistently throughout the hiring process for educators and administrators in all schools and programs.
- Develop materials to distribute to prospective applicants.
- Revise the process for hiring substitutes and establish quarterly substitute training.
- Create a system for paraprofessional training.
- Provide training for hiring managers on the role of bias in hiring.
- Strengthen partnership with the Massachusetts Diversity in Education network.
- Track data for recruitment and retention, including experiencing data of the recruitment and onboarding processes.

Benchmarks:

- A hiring guide created to support consistent processes.
- New training materials created.
- Create a district faculty manual.
- Implement standard practices for teacher and staff evaluation.

Standards Addressed

- I-D-Evaluation
- II-B-Human Resources Management and Development
- II-D-Laws, Ethics, and Policies
- II-E-Fiscal Systems

Goal 3: Develop a Comprehensive Program Evaluation of Student Services

To ensure equitable and inclusive learning environments for our students with special needs, the district will participate in a program evaluation of current Student Services programming that will outline short and long-term goals for identified areas of improvement.

Key Actions

- Complete program evaluation of special education.
- Enlist community stakeholder input in program evaluation.
- Create short and long-term goals for student services.
- Collaborate with Interim Executive Director of Student Services to ensure transition for the 2024-2025 school year.

Benchmarks

- Program evaluation completed.
- Short and long-term goals identified for student services.
- Transition plan in place for 2024-2025 school year.

Standards Addressed

- I-E-Data-Informed Decision Making
- III-A-Engagement
- III-B-Sharing Responsibility
- IV-E-Shared Vision

Goal 4: (Professional Practice) New Superintendent Induction Program

To ensure the district's continued focus on improvement, I will apply the skills of strategy development, data analysis, and instructional leadership by actively engaging in the second year of the New Superintendent Induction Program, as evidenced by the completion of the critical benchmarks outlined in the Strategic Plan, including the updating and implementing of the Plan.

Key Actions

- Attend content sessions provided by NISP.
- Complete all outlined NSIP assignments, including updates on the implementation of the strategic plan.
- Meet with the assigned NISP coach at least monthly.
- Seek out additional coaching opportunities through various networks, including meeting with other mentors, which will enhance my role as district leader in developing strong relationships with key stakeholders, including leadership -both district and municipal — faculty and staff, and the community.

Benchmarks

- Calendar documents attendance and contact with the assigned coach.
- Verification from NSIP that the superintendent actively engaged in the first year of the program.
- Updates on the implementation of the strategic plan.

Standards Addressed

- I-E-Data-Informed Decision Making
- IV-D-Continuous Learning of Administrator
- IV-E-Shared Vision

Indicator Rubric for Superintendent Evaluation

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 measure 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<p>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.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> 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.</p>			

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	<p>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.</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>

	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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 languages, 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	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 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. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 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. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 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. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 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. <p>Models this practice for others.</p>

	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.	<p>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:</p> <ul style="list-style-type: none"> 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. <p>Models these behaviors in their own practice.</p>	<p>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:</p> <ul style="list-style-type: none"> 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 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.



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Barbara Cataldo, Ed.D.

Interim Executive Director of
Student Services

Student Services Entry Plan For 2023-2024

Since July 1, 2023, I have had an opportunity to work directly with the administration, both central office and school-based, who have provided me with an excellent understanding of the Hingham Public Schools. Further, several teachers have visited me over the last two months, sharing areas of success and concerns about students and thoughtfully offering suggestions for some of the needed areas. Additionally, I have worked closely with the senior leadership team to understand the mission and vision and how the activities and curriculum match these essential areas for the Hingham Public Schools. Lastly, the SEPAC Co-chairs have graciously offered their time and thoughts to the process, providing an important parent perspective. Moving forward, I will participate in the Hingham Public Schools Special Education Sub-committee to ensure the district offers the highest quality and most effective programming for all our students, especially those on Individualized Education Plans who receive services.

Below are areas of need that will be looked at closely during the 2023-2024 school year. They do not encompass every aspect of Student Services, but they are most certainly part of the heart of our work in Hingham. Rather than provide a narrative for each area, they are bulleted to track the work to be done in the department this year.

I. Support Program Review

- Identify an outside evaluator to support program evaluation of the special education services in the district.
- Review the framework and operations of all programs and services.
- Review of curriculum and materials for all special education programming. Identify areas of need and support planning to address those needs.
- Establish K-12 vertical threads for programs, including curriculum alignment and student profile.
- Ensure information on special education programming is available on the district's website and easily accessible to families.

II. Strengthen Communication

- Address relationships with all departments, parents, guardians, and constituents.

- Collaborate with principals to understand current relationships in each school and how to increase the number of opportunities for student work both inside and outside the general education classroom.
- Create a working language that should be used at meetings with parents/guardians to ensure a mutual understanding of the process and materials and create honest and dynamic dialogue.
- Work directly with Special Education Coordinators and principals to serve as leaders of the special education process in their buildings.
- Create a Monday message for faculty to keep them abreast with DESE and district updates.
- Walk through the buildings with the principal and/or Special Education district leaders looking at programs, service delivery, inclusion, etc.
- Spend time speaking/working with the principals and other district leaders about the learning in their schools and how we can expand upon our work.

III. Collaborate with the Hingham Families and Community

- Meet monthly with SEPAC.
- Work together to establish a parent calendar this year in collaboration with SEPAC.
- Be present at all SEPAC meetings to provide updates in the district.
- Work together to increase and promote the relationship with SEPAC.
- Create a series of daytime meetings for our special education parents to participate in Informal coffee meetings where parents can come and discuss specific pre-determined topics.
- Provide families with the opportunity to ask questions.
- Use various communication means to disseminate information not otherwise covered in SEPAC meetings.

IV. Organize a training program for the rollout of the new IEP that will be implemented in September 2024

- Organize a “Train the Trainer” program with the Elementary and Secondary Special Education Coordinators to create the instruction for faculty training.
- Establish a training calendar and distribute it early enough for staff to prepare for the fall.

Respectfully submitted,

Barbara J. Cataldo, Ed.D.

Interim Executive Director of Student Services

Standard 1: Leadership and Governance

School committee members and district and school leaders work collaboratively and strategically to improve all students’ performance, opportunities, and outcomes. They establish, implement, and evaluate policies, procedures, systems, and budgets with a primary focus on achieving districtwide improvement goals, in part through equitable and effective use of resources.

Indicator 1: School Committee Governance. The school committee:	Examples of effective practice	How well does this indicator describe your district’s current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
a. Focuses on improvement	The committee’s work is guided by the district’s vision and improvement plan. It focuses on closing achievement, access, and opportunity gaps and regularly reviews disaggregated data to gauge progress.		X		
b. Establishes a culture of collaboration	The committee maintains collaborative working relationships and engages stakeholders in the district improvement process. District and municipal leaders engage in open, frequent communication and have positive relationships. The committee provides opportunities for students to share meaningful input into policies and decision-making as appropriate.		X		
c. Fulfills its legal and fiduciary responsibilities as defined in Massachusetts state law	The committee advocates for district funding and ensures equitable distribution of available resources to improve student outcomes. It operates with transparency, maintains a division of roles, and approves and monitors the district budget. The committee takes an active and constructive role in developing timely and effective strategies for collective bargaining and managing negotiations.		X		

Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment.

- All work (including the Superintendent goals) is guided by the strategic plan that incorporated feedback from many stakeholders, including staff, parents, students, and community members with frequent updates presented at School Committee meetings.
- Equity Task Force has collected extensive data from many stakeholders (Note: more work needed towards developing equity plans for students with disabilities and LGBTQ+ students.) Also, the Policy Manual was re-written in 2020-2021, and gendered language was removed during the process, but it will be important to take a fresh look at our policies to ensure that they are consistent with the strategic plan, as well as our equity plan)
- School Committee has a stated goal of expanding the METCO program as evidenced by the unanimous SC vote to increase METCO participation by 30+ students (unfortunately, the state's level funding of the METCO budget does not support this initiative) *and* ensuring that METCO students are meaningfully supported through the creation of a SC METCO liaison position in 2020 and collaboration with the Hingham Unity Council community group.
- School Committee members serve as liaisons with all School Councils, METCO, and SEPAC and report back to the full Committee
- School Committee has developed and expanded relationship with the Student Advisory Council. The Student representative sits at the table with the Committee and participates in discussions
- Finance Subcommittee regularly meets to monitor the budget and reports back to the full Committee
- School Committee recently advocated for the passage of an override, which will continue to fund resources and positions such as reading and math specialists, which directly address achievement gaps
- School Committee is actively negotiating with five of our six bargaining units for successor contracts. S&N began strategy meetings in November 2022 and is working collaboratively with each bargaining unit. We have reached tentative agreements on many of the proposals that our teachers and paraeducators value and will continue to negotiate a wage increase that reflects our commitment to the high value of those the dedicated faculty and staff who serve our students while working within the constraints of the municipal budget.
- The past few years have had an intense focus on addressing learning loss as well as meeting the needs of all students in our district. Data showing improvement and success with our MTSS is included in the most recent presentation made to the school committee (EOY Data Presentation from 7/10/23 meeting). While there is still work to do, improvements are seen across all grades and groupings (special education being one area that continues to see improvement but still has gaps). Data has been consistently aggregated and shared over the last year.
- This year saw significant enhancement in relationship building with municipal leaders and the community with a successful vote to fund a new school building and a town wide operating override. This speaks to the growing trust and collaborative work. At the same time, this is an area where we see continued opportunity. With a new leadership team there was so much work in this bucket and they took it on with great energy. There has been a lot of student input but as we transition from the covid times, now there is a chance to incorporate their feedback.
- Overall I believe the School Committee does an effective job but can work to be even more focused on the main issues of improvement needed within the schools and allow for even more open discussion on how to achieve academic excellence and social and emotional well-being for all students.

District Review Self-Assessment

Indicator 2: District and School Leadership	Examples of effective practice	How well does this indicator describe your district's current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
a. Leadership and engagement	The superintendent establishes and leads an effective leadership team. Each school has an effective leadership team and ensures that leadership roles are appropriate for the district's needs. The district ensures clear lines of internal and external communication and is responsive to feedback from students, families, and educators. The superintendent advises and makes recommendations to the school committee for sound educational policies, prudent budgeting, and effective collective bargaining.		X		
b. Focus on improvement	District and school leaders focus on improving teaching and learning, with a particular focus on closing achievement, access, and opportunity gaps. They regularly review student data, including disaggregated data, to plan and assess strategies and practices. They ensure that programs are evidence based to the extent possible and maintain focus on high-quality implementation. District and school leaders identify persistently low-performing or struggling schools and programs for intervention and improvement planning, with responsibility shared between district and school leaders for making measurable and sustained improvement.	X			
c. Leadership development and support	The superintendent ensures that all administrators are evaluated annually. School leaders make use of autonomies to support their school improvement plan and improve student outcomes. Educators are provided with meaningful leadership development opportunities. Systems and structures promote stability, including during leadership turnover.		X		

District Review Self-Assessment

Indicator 2: District and School Leadership	Examples of effective practice	How well does this indicator describe your district’s current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well

Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment.

- Following the strategic plan, there has been a renewed effort on improving teaching and learning and closing gaps. Comments from above hold true for these areas as well.
- Additionally, a new curriculum review process was developed and executed. A new reading curriculum is being incorporated this Fall. Additional budgets were secured for needed professional development in conjunction with the reading curriculum as well as other topics. The transition of several department heads and teachers into leadership roles serves as support for leadership development and opportunities as we had wonderful talent within our district to step into our Assistant Superintendent, Fine Arts Director, Science Director and other roles.
- Leadership has had high turnover in recent years and now has a great team in place to move HPS ahead. The expectation is that we now are set up for stability and putting processes in place for any transitions.
- The answers largely are reflective of the newness of the leadership team which makes it difficult to give exemplary ratings. I am excited with the new leadership team and believe the next hire for Student Services Director will be extremely important to continue to address the SPED community in feeling more heard and to increase access to more rigorous coursework.

Indicator 3: District and School Improvement Planning	Examples of effective practice	How well does this indicator describe your district’s current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
a. Stakeholder engagement and reflection	District and school plans are developed using a clear, thoughtful, and inclusive process that includes wide representation. District and school leaders provide frequent and thorough updates to the school committee, staff, students, and the community about progress toward plan goals. Plans are revisited and revised using a participatory and data-driven reflection process.		X		

District Review Self-Assessment

Indicator 3: District and School Improvement Planning	Examples of effective practice	How well does this indicator describe your district’s current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
b. Plan elements	Improvement plans have clear, measurable goals and ambitious strategies for improving performance, opportunities, and outcomes for all students. They are informed by data, including disaggregated student data. They include realistic assessments and equitable allocation of available staffing, financial, material, and operational resources.		X		

Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment.

- Our strategic plans and school improvement plans have just seen the first year of progress. School Committee received robust updates in a timely manner and these are available to the public. Data has been presented to show progress against the goals. As we implement year two of the three year strategic plan, we must will begin the work of the next strategic plan within the next 6 months.
- One area of improvement would be to continue to find ways to engage students and community members. The information is accessible and available but not something people are seeking out readily or staying informed about without proactive measures to update and get them involved in the process.
- Additionally, showing the public where goals or plans were adjusted based off incoming data and changing situations could be helpful so the plans are seen as living documents and not static. This is happening but not as clear to stakeholders where there are re-allocations or adjustment of goal.
- The answer is reflective less of current leadership and more of historical churn of superintendents and building leadership. I think a future focus more on what is not going well / has the biggest areas of improvement opportunities will be important.

Indicator 4: Budget Development	Examples of effective practice	How well does this indicator describe your district’s current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
a. Budget development and monitoring	District and school leaders develop the budget using a participatory and transparent process. The budget addresses the goals and strategies of the district’s improvement plans, benchmarking data available from DESE and elsewhere, and analysis of disaggregated student data. Administrators review the cost-effectiveness of		X		

District Review Self-Assessment

Indicator 4: Budget Development	Examples of effective practice	How well does this indicator describe your district's current practices? Put an X in the box that represents your rating			
		Very well	Well	Somewhat well	Not at all well
	programs, initiatives, and activities, referencing student data, and track spending throughout the year. Principals have some discretion to make spending decisions during the school year and have access to the information they need to make them.				
b. Resource allocation	Resources (including funds, staff, materials, and scheduling) are allocated equitably to schools and programs to ensure improved performance, opportunities, and outcomes for all students, with an emphasis on closing achievement, access, and opportunity gaps. Resources are allocated based on students' needs at each school and program. The district seeks ways to expand capacity and resources through shared service agreements and other external collaborations. Using student outcomes and other information, the district monitors the staffing, financial, material, and operational needs of schools, and addresses them in a timely, effective, and equitable way.		X		

Please explain the reasons for your responses above (the table will expand as you enter your answer). If there are documents or data that illustrate your responses, please list and submit them along with this self-assessment.

- This past year, with new leadership and such big financial goals, saw creativity and fresh ways to present the budget to the public. Budget efficiencies and reallocations were creatively found and utilized to help manage resources.
- We continue to see a focus on equitable resources across the district. Additionally, it feels that the schools are more open to collaboration across the municipality with an example being our recreation department partnership for field management. Hingham is working towards, and I believe will improve in these areas but some of the changes have just begun to be implemented and outcomes will take some time to be seen.
- Overall the budget development in the first year for the superintendent and business manager was done well, especially in a challenging environment of an override vote. I do think going forward, with more experience, there can be even more focus on pros and cons of all the programs and tradeoffs and an emphasis on staffing levels, course offerings, leveling, scheduling, and capital needs.



HINGHAM PUBLIC SCHOOLS

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Memo

To: School Committee Members

From: Jim Quatromoni - Athletics Director
Aisha N. Oppong – Director of Business and Support Services

CC: Dr. Margaret Adams

Date: August 24, 2023

Subject: Donation of a sound system for the Hingham High School gymnasium

Policy

In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

Donation Items:

Spiros and Athena Giannaros are donating \$15,000 for the materials required for a new sound system in the Hingham High School Gymnasium. Sachindra and Melanie Nimboorkar are donating \$5,700 for the labor required to install the new sound system.

Motion:

To accept \$20,700 in donations from the Giannaros and Nimboorkar families to install a new sound system in the Hingham High School gymnasium. The equipment, material and supplies will become the property of Hingham Public Schools.