

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Jordana Harper

Evaluator: School Committee Compilation
Name

8-28-18
Date

Signature

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

Goal 1	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Goal 2	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Goal 3	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

Indicators

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

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
---------------------------------	--------------------------------------	----------------------------------

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

AN: Overall, our superintendent exhibits proficient performance in her job. In addition to maintaining very high standards for herself and supporting staff in their professional growth, the Superintendent has made significant progress in both goals. It is clear that the key actions and benchmarks for these goals have either been accomplished or are ongoing/underway. During this period our Superintendent has also focused much energy on accomplishments outside of these areas including review and update of student safety measures, navigating a challenging budget cycle and discussion, and maintaining professional practice through difficult staffing hurdles (contract negotiations, outsourced business management services, development of two new programs, and staff resignations.)

I am excited to see the new community engagement initiatives grow and expand to serve more community members and students. As well, I strongly support the efforts being made to support our principals in the work they do and their professional development. I support additional/expanded involvement and engagement with our principals. I also very much appreciate our Superintendent's willingness to try on new communication platforms and embrace technology and digital communication.

In general, I believe that we can do a better job to highlight student achievement and success and take a broad, public look at achievement markers and work to better define what student achievement data supports our vision. Our district would also benefit from regular check-ins/highlighting of the district vision and goals and our staff would benefit from a new approach to Human Resources.

DA: Initiated Email Alerts to inform subscribers, community wide, of meetings, student achievements, and District news Initiated summer robotics program at the Greenfield Community Center, bringing students out in the community. Continued to expand Districts social media presence reaching more community groups

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
1	<p>Professional Practice - Instructional Leadership</p> <p>At the heart of every district's success is student learning. In order to lead effectively, we must allocate time, resources, and attention to student learning. Creating opportunities for leaders to focus on effective instructional practices, structures, and routines is necessary for improved educational outcomes for students. The Massachusetts Educator Evaluator system provides a framework for strong instructional leadership with a focus on district leadership observing and providing high-quality feedback in schools, school-based leadership observing and providing high-quality feedback in classrooms, and teachers delivering high-quality instruction with the benefit of this feedback and through self-reflection and collaboration.</p> <p>Key Actions</p> <ol style="list-style-type: none"> 1. Conduct review of student data including analysis of strength and weaknesses for improving outcome of teaching and learning. 2. Complete ongoing visits to each school to observe instruction and evaluate progress on key priorities, such as development of Instructional Leadership teams (ongoing) 3. Conduct mid-cycle evaluations for all principals. By Summer 2018, evaluate all principals with emphasis on student achievement and initiate goal-setting, pending student data. 4. Jointly with principals, set student learning goals for FY19 and identify actions to accomplish these learning goals. 5. Conduct site visits to each school per year to directly observe instructional practices, climate and ILTs <p>Benchmarks</p> <ol style="list-style-type: none"> 1. Multiple visits to each school per year to directly observe instructional practices, climate and ILTs 2. Completion of Principals' mid-cycle (formative) evaluations 3. Completion of Principals' final (summative) evaluations 4. FY19 Principal Goals 	<input type="checkbox"/>				

2	<p>Professional Practice – District Improvement Expand family & community engagement at the district level, including for families whose primary language is not English</p> <p>Rationale: Greenfield Public Schools’ success depends on sustained, cooperative engagement with Family and Community partners. The Strategic Plan identifies Families, Students, and Staff as the 3 cornerstones of our work. In the 2017-2018 school year, Greenfield Public Schools has focused on a robust vision for engaging families as well as nurturing our connections to the broader community. A goal related to Family & Community engagement will serve to focus the district’s efforts on improved parental communication, an essential component of school success.</p> <p>Key Actions</p> <ol style="list-style-type: none"> 1. Propose new, bilingual family outreach position including research for grant funding to support needs of English Language Learner families and translation services for FY19 2. Explore district-wide Parent / Family Education series for GPS families (“Power Hour”) 3. Work with Title I Family & Community Liaison and other appropriate staff to develop and approve concept, content, and presenters for “Power Hour” series 4. Promote and engage families to encourage attendance 5. Provide ongoing opportunities for feedback and evaluation, including chance for parents/families to provide suggestions for future topics 6. Strengthen and maintain existing community partnerships and connections that benefit student and family engagement (e.g. Greenfield Recreation Department, Greenfield Public Library, etc.) 7. Increase district communication including web-based outreach and “Subscribe” features on gpsk12.org website 8. Increase district communication including improved translation services on the gpsk12.org website <p>Benchmarks</p> <ol style="list-style-type: none"> 1. Determine baseline attendance at “Power Hour” events, if launched 2. Provide translation, if needed, to families at “Power Hour” events 3. Pilot summary on “Power Hour” including topics, participation, and lessons learned 4. Report to Committee on partnerships with local businesses and community partners 5. Review and evaluate notification systems that improve communication service, including translation, to families 6. Visible upgrades to gpsk12.org website: translation services and “Subscribe” Feature 	□	□	□	□	□
---	--	---	---	---	---	---

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
---	---

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

AN: Our Superintendent supports our principals, committee, and community to ensure that diverse learning opportunities are available to our students to accommodate diverse learning styles. She has preserved and built on the diverse class, lesson, and extra - curricular offerings in our district and prioritizes this through our budget process. Evaluation of teachers and principals has been a focus for this superintendent. Her decision making is data-driven—this manifests at the committee table, bargaining table, and in her strategy working with principals—together utilizing achievement data and other inputs to assess teaching and learning and student social-emotional needs. She has prioritized student and faculty needs in our budget to support student success.

SH: No proof on any units of instruction or even that we have curriculum for all courses we offer. No evidence to support 1B. No info provided during 2017-2018, despite requests, for 1C. All the info provided written in 2016 gives no info on any activity in 2017-2018, the 1D evidence provided by DESE but there's no evidence and subject of this eval show that completed evaluations addressed curriculum and instruction.

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports

- 5. Analysis of staff evaluation data
- 6. Report on educator practice and student learning goals
- 7. Student achievement data

- 8. Analysis of student feedback
- 9. Analysis of staff feedback
- 10. Relevant school committee meeting agendas/materials

- 11. Analysis of leadership team(s) agendas and/or feedback
- 12. Protocol for school visits
- 13. Other:_____

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and indicate the overall standard rating below.				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
--	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

AN: The Superintendent demonstrates proficiency with Management & Operations. Much of this year has called for additional attention to procedures and plans for school safety. Our superintendent has worked closely with other departments to ensure that our safety protocols are on the leading edge. She exhibits sensitivity to the social and emotional needs of students in and out of the classroom and has encouraged/supported our principals with efforts to meet their needs. She demonstrates cultural humility in all aspects of her leadership. She has developed a budget that supports the district's vision of success for all students. Our superintendent takes great care to stay up-to-date on changing education-related laws, regulations, and best-practice, advising the committee as needed in these areas. Our superintendent supports professional growth in employees by offering/advocating for mentors at the admin level. I have witnessed her working closely with individuals to assist them in their professional growth by offering changes and/or expansions in positions and responsibilities our staff take on while also supporting individuals through corrective action after mistakes occur. She frequently advocates for the needs of principals and teachers and the work they do. She is focused on meeting the staffing needs of the district and has shown professional responsiveness to fill key positions in timely fashion. She has creatively/strategically utilized her staff to meet HR needs when we do not have an official HR department and while continuing conversation at city-level to modify HR configuration.

I offer the following constructive input: 1.) Further expand our HR department/offering. There is a need to either outsource this service with a professional organization and/or hire support in this area in order to ensure that all of our staff have the HR support that they need and relieve some of our staff members that have taken on additional duties in this area. I would like to see this addressed in short time. 2.) I perceive a need to better communicate district vision and goals to ensure that the district vision is known and clearly and plainly articulated. I believe this to be a shared goal/responsibility with the committee.

SH:

KC: Superintendent Harper recognizes that a student is more than the sum of her test scores, that emotional, behavioral and social growth while immeasurable is a large piece of the whole picture of the type of school culture we are creating.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| 14. <input type="checkbox"/> Goals progress report | 18. <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | 22. <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials |
| 15. <input type="checkbox"/> Budget analyses and monitoring reports | 19. <input type="checkbox"/> Analysis of student feedback | 23. <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| 16. <input type="checkbox"/> Budget presentations and related materials | 20. <input type="checkbox"/> Analysis of staff feedback | 24. <input type="checkbox"/> Other: _____ |
| 17. <input type="checkbox"/> External reviews and audits | 21. <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | |

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

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
Check one box for each indicator and indicate the overall standard rating below.					
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

AN: I am appreciative of the new efforts to increase parent and community engagement. Our Superintendent is listening to our community and actively cultivating new pathways for her to receive input from our families. She meets with community members to hear input, regularly attends community events, and presents a professional and open energy with community members. The Superintendent models this behavior even in difficult situations.

Our superintendent has strong relationships with local leaders and organizations. She meets regularly with local education advocates and stakeholders and encourages conversation on supporting student learning and success. The Superintendent has proposed programming to support needs of families that are outside the school day and has strong professional relationships with local groups and leaders that are also working to meet the needs of our community and families.

Our Superintendent works hard to meet folks where they are by utilizing many methods of communication to convey information and by responding to parent input/request for increased digital communication. She has invested in a new message system to meet multiple language needs, continued refinement of the website, and uses targeted surveys to capture community opinions (power hour surveys, etc.)

I am appreciative of the effort and emphasis placed on improving communication with families and community and meeting needs of a rapidly evolving, technology-driven culture of communication that we live in. I appreciate that at all times our Superintendent is sensitive to supporting her staff in correspondence with parents and respect the authority of principals and teachers.

From what I have witnessed, our Superintendent does a great job of addressing parent concerns and amplifying community voice including the new “Always Listening” feature for input via website.

On occasion I feel that the Superintendent could speak more frankly and plainly with our parents and overall community.

DA: Meets regularly with local organizations in discussions expanding districts abilities in inclusion, standardized testing and student achievement

SH:

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| 25. <input type="checkbox"/> Goals progress report | 28. <input type="checkbox"/> Sample district and school newsletters and/or other communications | 31. <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| 26. <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | 29. <input type="checkbox"/> Analysis of school improvement goals/reports | 32. <input type="checkbox"/> Relevant school committee presentations and minutes |
| 27. <input type="checkbox"/> Evidence of community support and/or engagement | 30. <input type="checkbox"/> Community organization membership/participation/contributions | 33. <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>Check one box for each indicator and indicate the overall standard rating below.</p> <p>IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

AN: I have witnessed our Superintendent professionally navigate conflict at the upper tier of local leadership through difficult and contentious issues including our FY 19 budget discussion, SRO proposal, school safety, and beyond. She is sensitive to the needs of and relationships with other town departments and leaders and the boundaries, expectations, and authority of her position and her employer (the Committee.)

Overall, Superintendent is tuned in to professional policy and procedure around conflict. She maintains a very positive working relationship with our unions to the benefit of the district and community—preemptively setting us up for less conflict with our union leaders and staff, and collaboratively finding solutions to conflicts that arise. She is very focused and sensitive to the many laws and regulations in the education field and sensitive to and respectful of government process.

Engaging stakeholders and encouraging shared vision amongst stakeholders is evident in communication to the broader community via multiple media efforts. I have witnessed her take great care to ensure understanding of complex ideas and info among reporters in order to ensure that readers will receive accurate info. Radio and digital communication frequently emphasizes the vision of district and encourage a shared understanding of the purpose and practice of our public schools.

Our superintendent clearly exhibits excellent communication skills especially at the meeting level. At times she exhibits exemplary skills in this area. This is a clear strength of our Superintendent and I believe these skills are continuing to develop even further. Her communication is consistently professional.

The Superintendent takes great care to respect privacy and professional boundaries. She exhibits and models cultural sensitivity and humility in her communication and practice.

Superintendent's commitment to high standards is evident in her preparation and delivery of information and materials to the committee and her focus on/desire to meet needs of all students.

Examples of evidence superintendent might provide:

- | | | |
|---|--|---|
| 34. <input type="checkbox"/> Goals progress report | 39. <input type="checkbox"/> Presentations/materials for community/parent meetings | 43. <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| 35. <input type="checkbox"/> District and school improvement plans and reports | 40. <input type="checkbox"/> Analysis of staff feedback | 44. <input type="checkbox"/> Analysis of staff feedback |
| 36. <input type="checkbox"/> Staff attendance and other data | 41. <input type="checkbox"/> Samples of principal/administrator practice goals | 45. <input type="checkbox"/> Other: _____ |
| 37. <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | 42. <input type="checkbox"/> School committee meeting agendas/materials | |
| 38. <input type="checkbox"/> School visit protocol and sample follow-up reports | | |