

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Melinda J. Boone, Ed.D. *Melinda J. Boone* 10-31-14

Evaluator: \_\_\_\_\_ Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input checked="" type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.  
**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.  
**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*  
**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

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

- Unsatisfactory       Needs Improvement       Proficient       Exemplary

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

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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## Step 5: Add Evaluator Comments

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

### Comments:

The focus on solidifying the curriculum, paired with professional development that supports rigorous and effective instruction, continues with significant progress throughout the year. While the district did not meet its target goals for narrowing proficiency gaps in ELA and Mathematics, we realized on target growth for all students and several subgroups including high needs, low income, ELL and Former ELL, African American and white students. This level of growth falls within the upper tier of similar urban districts.



# 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	Progress Status				
		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	By September 2014, the Superintendent will study, research and attend professional development opportunities with a focus on public communication resulting in a 20% increase in the number of positive media reports about the Worcester Public Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Student Learning</b>						
2	Worcester Public Schools will achieve a 2% reduction in the proficiency gap in English Language Arts as evidenced by 2014 MCAS Scores and CPI Ratings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3	Worcester Public Schools will achieve a 2.7% reduction in the proficiency gap in Mathematics as evidenced by 2014 MCAS Scores and CPI Ratings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	By July 2014, review and revise, as appropriate, the Worcester Public Schools Comprehensive Accountability System to ensure alignment with current district improvement targets & practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	By June 2014, the Worcester Public Schools attendance will improve 1% from 95% to 96% as targeted in our RTTT Wraparound goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6	By January 2014, provide a proposal to the School Committee and Community for a 2014-2015 school year pilot for a specialized high school program/academy focusing on the liberal arts, including the program of studies, admission criteria, admission process, recruitment and enrollment plan and timelines, and budget including facility, staffing and technology needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# 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):

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant school committee meeting agendas/materials    |
| <input type="checkbox"/> Analysis of classroom walk-through data                              | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data                                 | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input checked="" type="checkbox"/> Other: See Collection of Evidence           |
|   | <input type="checkbox"/> Analysis of staff feedback                             |   |

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

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

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

The district's progress and success within Management and Operations continues to exceed expectations. The development of and approval by the School Committee of the "Seven Point Financial Plan for Advancing Student Achievement and Program Sustainability" served to formalize the strong financial practices that have been in place for the past five years and sets a clear road map for future financial operations. Receipt of the Meritorious Budget Award exemplifies the quality and alignment of resources with a focus on improving student achievement.

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials              |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input checked="" type="checkbox"/> Other: See Collection of Evidence                             |
| <input type="checkbox"/> External reviews and audits                            |   |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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):

Efforts to include involvement of all families and community stakeholders in supporting educational efforts within Worcester Public Schools is ongoing and very active. I maintain a very visible and regular presence with the community sharing the vision of Worcester Public Schools and progress the district is making. This year I received two community awards highlighting those efforts. The near seamless transition of students into Worcester Public Schools from the former Spirit of Knowledge Charter School exemplifies the professional and well-executed efforts on behalf of those families.

### Examples of evidence superintendent might provide:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report   | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports                       | <input type="checkbox"/> Relevant school committee presentations and minutes                  |
| <input type="checkbox"/> Evidence of community support and/or engagement   | <input type="checkbox"/> Community organization membership/participation/contributions      | <input checked="" type="checkbox"/> Other: See Collection of Evidence                         |



# Superintendent's Performance Rating for Standard IV: Professional Culture



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

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

<p><b>Overall Rating for Standard IV</b> ( C h e c k o n e . )</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>
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Unsatisfactory     
  Needs Improvement     
  Proficient     
  Exemplary

**Comments and analysis (recommended for any overall rating):** *required for overall rating of Exemplary, Needs Improvement or Unsatisfactory*:  
 Developing and maintaining a strong professional culture is critical in ensuring that Worcester Public Schools becomes a high performing district. The 2014 TELLMass survey results indicated that the teaching environment, professional development and leadership voice of teachers are valued throughout the schools and district.

Examples of evidence superintendent might provide:

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

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