

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Bella Wong		
Evaluator:	Lincoln-Sudbury School Committee	Lincoln-Sudbury School Committee	1/28/20
	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"/> 1 Did Not Meet	<input type="checkbox"/> 1 Some Progress	<input type="checkbox"/> 1 Significant Progress	<input type="checkbox"/> 3 Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> 1 Did Not Meet	<input type="checkbox"/> 2 Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> 3 Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> 1 Some Progress	<input type="checkbox"/> 2 Significant Progress	<input type="checkbox"/> 3 Met	<input type="checkbox"/> Exceeded

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

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.

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"/>	1	5	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	2	3	1
Standard III: Family and Community Engagement	1	1	4	<input type="checkbox"/>
Standard IV: Professional Culture	1	2	3	<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.)

1 Unsatisfactory

1 Needs Improvement

4 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:

Bella has demonstrated an understanding not only of the general nature of today's high school but also the immediate and long-term needs of LS. This school committee member pointed out the complexity of the position of superintendent, who must educate widely diverse students, who differ on many factors - their socio-emotional needs, interests, disabilities, and capabilities. The superintendent must meet the demands of fiscal limits, parental interests, and state and federal regulations. Despite these pressures, Bella has met many important goals.

Together with her administrative and academic teams, Bella has been working to develop a vision for LS that maintains its current excellence. Overall, Bella is proficient at building the annual budget. In addition, her presentations to the several boards in the two towns are well-written and well-received.

Bella saw programmatic and fiscal needs for student services and to that end, she advocated for LS Academy, which also would aid district finances. She has increased opportunities for two-way communication with staff, parents, and community members. While it is important to hear various positions on educational issues, she recognizes her responsibility to make necessary decisions.

Bella is dedicated to her work at LS, investing long hours at her job. As an example, she has made progress toward developing a plan to increase the sense of inclusion and belonging through relevant professional development days, staff and student surveys and focus groups. This work, to improve the school climate, should continue, including increased time interacting with the students and staff during the school days and at evening events. She should consider visiting classes to observe the learning environment and interact with students and staff.

Bella cares deeply for the emotional and intellectual well-being of the students at LS. She demonstrates integrity and uses professional judgment in making decisions. Bella is not shy or hesitant to tackle issues such as vaping, alcohol, and racist behavior. She represents the school district in a professional way and is a leader of sound judgment.

One member of the SC pointed out the difficulty of persuading Bella to use the SMART goal format, which, in this evaluator's view, would have made judging her progress in meeting goals clearer. She was either unable or unwilling to judge her own performance. Knowing specific areas of strengths and weaknesses in the superintendent would have an impact on strategic planning for the next 3-5 years. Bella could be stronger in building trustworthy relationships, particularly with faculty and staff and in improved communication competencies. Respect for her could improve significantly among students and their families if Bella were more visible.

Another member stated forcefully that while the faculty and staff are strong, the superintendent/principal has not been effective as leader or as a manager. With the district at risk, the School Committee should award the Superintendent a more truthful assessment.

Superintendent's Performance Goals



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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Increase opportunities to facilitate two-way communication between myself and various constituent members of the LS community. This will include regular forums scheduled through out the year open to parents and staff. This will include periodic outreach to individual students, staff and community members. This will include increased presence in school during school and after school hours. (III-A, III-C, IV-C, IV-E)	1	1	1	3	<input type="checkbox"/>
Student Learning						
2	Develop a plan to improve a sense of belonging and inclusion for all LS students. This will be based on this year's equity assessment in its entirety, staff reactions to this year's PD Day, and the work of the Racial Climate Task Force. (II-A, III-A, IV-B)	1	2	2	<input type="checkbox"/>	1
District Improvement						
3	Develop a Portrait of A Graduate for what we want our students to be able to do upon graduation. (I-A, I-B, I-E, IV-A, IV-E)	<input type="checkbox"/>	<input type="checkbox"/>	2	4	<input type="checkbox"/>
4	Continue to support ongoing initiatives to ensure access to equity and excellence for all students utilizing a five-prong strategy of focusing on instructional practice, data to inform practice, youth culture, leadership, and family partnerships. (I-B, I-E, II-E, III-B)	<input type="checkbox"/>	2	2	2	<input type="checkbox"/>
5	Continue to support ongoing initiatives to ensure social emotional supports for students and staff to promote health and well being. (II-A, II-E)	<input type="checkbox"/>	1	3	2	<input type="checkbox"/>
Other Goals (if any)						
6	Highlight and reflect on LS core value Fostering Caring and Cooperative Relationships	<input type="checkbox"/>	1	2	2	1
7	Support all faculty and staff to complete a self reflection premised on the following designated priorities per NEASC Standards 1, 2, 3, and 5.	<input type="checkbox"/>	<input type="checkbox"/>	2	4	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	2	4	<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"/>	1	4	1
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"/>	1	3	<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"/>	2	3	<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"/>	1	5	<input type="checkbox"/>

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

1 Needs Improvement

5 Proficient

Exemplary

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

Bella holds high expectations for her faculty and students and empowers them to bring excellence into the classroom through challenging and enjoyable courses. It may be helpful to share data on various aspects of the curriculum, pedagogy, and the social-emotional environment. Presenting ways in which such data can be used to measure progress would be welcomed by the School Committee. Investigating how stress affects students may be worthwhile. An example: administering three tests in one day may prove to be much more stressful than spreading them out over a week or so.

Bella works well with LS department coordinators and associate principals and supports them in developing a vision for an LS education that prepares students with needed skills. She has shown leadership in aligning student interest with faculty strength.

It would be helpful if more data on student learning, equity, and student risk behavior were presented to the School Committee. She needs to present comprehensive data tied to student achievement.

Bella should continue to work with the administrative team to ensure consistency and alignment in teacher evaluation. Perhaps Bella could join evaluators on classroom visits - in that regard, there is room for improvement in the teacher evaluation process: more observations of teachers should be carried out, unannounced, strengthening the validity of classroom instruction.

Since Bella began her superintendency at LS, she has followed the hiring protocol and has secured talented and knowledgeable staff.

In one SC member's view, Bella has not yet provided evidence that the various departments have presented SMART goals, which could be used to measure progress. Such goals and their assessment would allow for clearer annual assessment. Bella needs to be more of a presence in the school as the Principal - a role that would show her the students engaged in learning. She did not present the School Council's improvement plan to the School Committee this year, including goals and the measurement of progress.

Examples of evidence superintendent might provide:

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

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	3	2	<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"/>	2	3	1
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"/>	1	4	<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"/>	1	1	2
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.	1	1	2	2

Overall Rating for Standard II	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
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Unsatisfactory

2 Needs Improvement

3 Proficient

1 Exemplary

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

Bella has a strong handle on Management and Operations, with a clear attention to detail. She understands the needs of various stakeholders. Although she has worked with four directors of finance and operations, she demonstrated good working relationships with all. It is important this year to hire a long-term, experienced business manager. She continues to hire and retain staff and faculty of high quality.

Bella and her administrative team showed strong support for students and staff, especially during difficult times. She implemented safety measures both prior to and subsequent to the establishment of a safety review subcommittee. Among the safety initiatives were: additional lighting, key card access system, and the inclusion of a school resource officer.

Bella, together with both the administrative and the IT teams, introduced ASPEN, a new informational system which proved a complicated but successful implementation. She is knowledgeable in state and federal school laws, regulations, and finances.

In building a budget, Bella considers multi-year projections and needs. Her work on the LS academy, when completed, will benefit students with special needs by retaining them in district. This addition will save funding for otherwise outplaced students. Her budgets reflect the school's core values and available resources. She continues to provide resources and supports in order to ensure compliance, including out-of-district placement and use of legal counsel.

One member of the SC stated that more counseling should have been offered to LS families and students after the death of a student. Reaching out to social workers would have been helpful.

While praising the professional development day, involving the Racial Climate Task Force, it would have been helpful if the professional development day were connected to strategic goals. This member felt that Bella should have shown more support for the work of the Start Time sub-committee. Moreover, this person judged Bella to act in contradictory and inappropriate ways in other areas. such as pitting some LS School Committee members against one another. Her budget was not in line with the district's vision; furthermore, she was not strong in communicating the budget to town boards and did not field questions well or she gave misinformation. Another SC member expressed concern regarding student use of drugs, vaping, and the unsafe environment for young women.

Examples of evidence superintendent might provide:

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| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> 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) |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> schedule/agendas/materials |
| <input type="checkbox"/> External reviews and audits | | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | <input type="checkbox"/> Relevant school committee meeting | |

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
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.	1	1	4	<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.	1	1	4	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	1	1	4	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	1	<input type="checkbox"/>	3	<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.
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1 Unsatisfactory

1 Needs Improvement

4 Proficient

Exemplary

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

Bella has made significant efforts to engage families and communities and information has been communicated to them in a timely and effective manner. This member urged Bella to concentrate on student well-being, stress, and dependence on technology and to continue this work through community conversations. Bella's hosting meetings with parents sparked conversations of mutual benefit. It is hoped that these continue with greater attendance. Meetings with other groups should continue.

Her presentations to town boards and committees are well-prepared, to the point, and respectful.

Advocacy of LS Academy was appreciated by parents whose children can remain in district. Bella keeps the SC well-informed and participated in additional school sub-committee meetings. Another member hoped that Bella would increase communication of positive events at LS.

Having additional parent coffees would be instructive in having Bella hear about issues and concerns. Adding other days or hours so that more parents could attend would be laudable.

Her communication with board members in both towns regarding the LS Academy was thorough, frequent, and helpful.

To ensure access to equity and excellence for all students, Bella has administered equity assessment surveys and supported focus groups discussing the results. The results were shared with the Racial Climate Task Force as well at faculty meetings.

One respondent described Bella's efforts to engage community members and LS families as limited. Families of special needs students may well be supported by Bella; other families not. This member too urged more coffees at convenient times of the day and week.

Moreover, the nature of Bella's communications should be streamlined, focused, and sent in established intervals.

As to family and community engagement, one SC member argues that the Superintendent/Principal has consistently weak communication skills, cannot engage the public and is unexpressive when speaking to large groups. She has been known to blame others when events go wrong and often reacts negatively to parents who challenge her decisions. This school committee member asserts that the Superintendent/Principal is often not respected or liked by the staff and faculty, due to her inability to appreciate an opinion different from her own.

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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"/>	2	2	2
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.	1	2	2	1
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	1	2	3	<input 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"/>	1	2	1
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.	1	1	3	1
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	1	1	2	<input type="checkbox"/>

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

1 Needs Improvement

3 Proficient

Exemplary

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

The School Committee must work closely with Bella to provide the professional development resources necessary. She continues to develop a plan to improve a sense of belonging and inclusion for all LS students. Her support of the Racial Climate Task Force and the equity assessment were important.

Bella had drop-in sessions at lunchtime when LS faculty and staff met for important conversations. Her writing is stronger than her spoken speech - attention to the latter would be helpful.

Her writings in her column, Bella's Corner, have improved in both frequency and content.

Communication is an area that Bella should continue to strengthen.

Listening to diverse viewpoints and offering constructive feedback would be wise. One member of the SC did not find Bella's communications effective, using as an example Bella's repetition of the last two years' commencement addresses.

Taking the Portrait of a Graduate from inspiration to implementation with the assistance of each academic department should be carried out.

Through the efforts of faculty and staff and with the support of the Superintendent LS moved from a Level 2 to a Level 1 rating in the state's evaluation system. Bella has always cared deeply for the emotional and intellectual well-being of the students.

Bella demonstrates professional judgment in making her decisions. Although she exhibits a calm demeanor, she is not shy or hesitant to tackle difficult issues such as vaping, alcohol, or racist behavior. She represents the district in a professional and ethical way and is a leader of integrity and sound judgment. One member argued that while Bella articulated and promoted LS core values, she was unable to embed them in the daily life of the district in actionable ways. In meeting one-on-one, she did not allow time for discussion. Moreover, she acts defensively when diverse points of view are offered. Bella did not present data on the results of the equity assessment. Efforts to conduct strategic planning would tie together the initiatives on cultural proficiency. Another member argued that the Superintendent/Principal has not assigned the METCO program the importance it deserves in the culture of the school community. The Superintendent/Principal has an uninspired and self-directed vision for the school, one which is not reflective of the vision of the faculty and staff.

Examples of evidence superintendent might provide:

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