

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Jennifer Curtis-Whipple

Evaluator: Cumulative Report

6/18/18

Name

Signature

Date

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

Student Learning Goal - Four Members gave a rating of Significant Progress; Three gave a rating of Met	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal - Three Members gave a rating of Significant Progress; Three gave a rating of Met; One gave Exceeds	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal - Three Members gave a rating of Significant Progress; Three gave a rating of Met; One gave Exceeds	Did Not Meet	Some Progress	Significant Progress-	Met	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. *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"/>	X	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance *(Based on Step 1 and Step 2 ratings; circle one.)* All Members gave a rating of Proficient

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

Low <input type="checkbox"/>	Moderate X	High <input type="checkbox"/>
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Of the members who rated this standard, 3 gave a rating of Moderate and 1 gave a rating of High

Step 5: Add Evaluator Comments A summary of the School Committee Members' Overall comments include the following:

Committee Member: Reading the rubric descriptors Jen is proficient in all Standards that we selected. I have commended her for initiating the Bent Report, the trust issue is critical for our district leader. Although Jen links Principal & Administrator departures on a purely monetary reason, the recent Team feedback report she shared, along with Bent Report, WTA communication, Foundations/Decision rollout, points, in my opinion, to more issues then money. This is a significant problem for our district.

Committee Member: Under Dr. Curtis-Whipple’s leadership, WPS is strengthening curricula, academic programming, and school culture.

Committee Member: I want to be clear that my rating of “Proficient” is relative to all Superintendents in the state, most of whom are more long-serving than Dr. Curtis-Whipple. The rubric clearly demands that we “grade” the Superintendent on an absolute scale. That said, when I consider the district she inherited – financially strapped to the point of being one of the most poorly-funded systems in the Commonwealth; still recovering from nearly ten years of leadership instability brought on by untimely death, political forces, and the short tenure of her predecessor; a state and national political structure that keeps changing the standards and assessments; and a student body under unprecedented pressure from poverty, social-emotional challenges, and a disabling/deadly opiate crisis in their parents’ generation, I can only conclude that she is an exemplary leader, who is prepared to build from a strong start to bring the Weymouth Public Schools to where it belongs.

Committee Member: Dr. Curtis-Whipple is working to bring the district up and forward with data gathered from testing. She is working with administrators to address the poor performance on student math skills from Chapman middle school into the high school, and changing the attendance policy to addressing kids being in school more days. Staff morale and trust issues are areas where I would like to see improved. More parent forums need to be held sooner before changes are happening.

Committee Member: Jen is professional with all members. She is always respectful even during heated conversations when clearly not everyone agrees. She informs us of happenings throughout the district and is willing to provide information when asked. Jen is motivated, engaged Supt and is using it to the district's advantage. She is aware of the high turnover of the principals and teachers district wide and continues to address the problem.

Committee Member: My evaluation is based on a number of resources including direct observation though school committee presentations, school visits, individual meetings with school personnel and the Superintendent, attending and participating in school activities both as a school committee member, community member and parent, direct communication with the Superintendent and the material presented to me with regard to this evaluation. This tool is somewhat difficult to use as there are a number of standards, goals, indicators and elements that operate independently but are then scored together. I expect the Committee and Superintendent will become more proficient in completing our forms in future evaluations.

I have provide more detailed comments for each indicator, however, overall, Dr. Curtis-Whipple is leading our District in a professional, smart, engaging and respectful and exciting manner. She has listened to stakeholders; studied the data; learned from experience and then synthesized all of it into real goals for our district to improve an already solid educational base for all students. She has created forums to engage all stakeholders in our education including students, families, teachers, administrators and the community at large to find even better solutions. She works collaboratively with School Committee, the Mayor's Office and Town Council along with numerous other town and state entities to bring as many opportunities to the Schools and Weymouth as possible. I am extraordinarily please with the progress of our School District over the last two years. If I had a criticism, it would be to take a breath at times. Dr. Curtis- Whipple works hard. Sometimes slowing down may help engage others, ensure the message is not lost and allow more to participate fully. That being said, the community may or may not know the extraordinary work and hours it takes to be a Superintendent. The number of meetings, emails, phone calls alone could bury the average person. It is a demanding profession with high responsibility and requiring an exceedingly diverse knowledge base. As her evaluator, I want our Superintendent to take care of herself as well as she takes care of her District. It is a profession that can easily take over one's personal life and space. It is essential to me that she ensure her commitment to our district does not supersede the commitment to herself, her well-being and health. It is up to this School Committee to find ways to support her in this endeavor.

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
Student Learning	Goal 1: Effective Entry and Direction Setting. By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement	Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Professional Practice	Goal 3: (New Superintendent Induction Program Year 1,2, and 3. Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least Proficient ratings on each major assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>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</p> <p>I.B.3. Diverse Learners' Needs</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>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.</p> <p>I.E.3. Improvement of Performance, Effectiveness, and Learning</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>Overall Rating for Standard I (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Committee Member Response: Dr. Curtis-Whipple has tasked literacy and math coaches with proposing data-driven curricular and pedagogical revisions to current practice. As a way to achieve district goals and improve student learning, Dr. Curtis-Whipple has successfully proposed significant revisions to several student support programs (i.e. Foundations Academy, etc.) based on state, district, and school-level data. Dr. Curtis- Whipple has worked with district principals to promote teaching strategies and practice that support all learners, including: Differentiated instruction, Universal Design for Learning and Walk to Read.

Committee Member Response: Bent Report brought up issues of trust, which the Team Feedback Survey indicates are still there. This ties into the “success of all staff” as stated in the standard above. This ties into the “success of all staff” as stated in the standard above. The evidence for diverse learners should show us how the district is doing also, along with the SIP’s.

Committee Member Response: Jen provided status for, according to her evidence she would be proficient in both standards. The Coaches have been

instrumental in working with staff on the data informed decision making.

Committee Member Response Re: I.B.3: Dr. Curtis-Whipple's efforts in this area actually began in earnest years ago when she was assigned to lead professional development for the district. A large number of Weymouth's professional development offerings have long been focused on identifying and serving the needs of students who are atypical. This school year alone has seen at least two excellent examples of how this superintendent has shown leadership in this area. The first (chronologically) was the series of lectures offered by Ron Suskind, a Pulitzer Prize laureate and passionate advocate for students with autism and related states of being. Seeing how touched and enlightened the faculty were by Mr. Suskind's presentation to the faculty, the superintendent and her team worked hard to make sure his message would be available to the entire town through a special evening event, which included not only the truly inspirational lecture, but also child care that was both considerate of the needs of families, and so well designed that the children were having their own special evening, rather than just being warehoused while waiting for their adults to be done. Later in the year, Dr. Curtis-Whipple transitioned from the inspired to the courageous. Prompted by the concern of the high school principal, Dr. Curtis-Whipple quickly moved to inspect three special programs that targeted some of the high school and middle school students in the most need. Touring the facilities with a nationally-recognized expert in social and emotional education, Dr. Curtis-Whipple saw that these programs were not operating according to the principles called for by the most current educational research and best-practice models. She worked quickly to develop a plan wherein students in need would receive custom plans for one year, while the programs were paused for a much-needed re-visioning. This was not an easy decision, as many faculty, students, and families were understandably very attached to these programs, but Dr. Curtis-Whipple stood firm and ensured that students with exceptional needs will be receiving the best we can offer in the years to come.

Committee Member Response Re: I.B.3: I think with the new administrative organizational chart accountability and practices of principals will improve greatly. We have seen a breakdown of information under the current administrators chart.

Committee Member Response Re: I.B.3: The standard for proficient is, while observing principal practice, the Superintendent ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans. The exemplary is that the Superintendent employs strategies that ensure principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content and is able to model this element.

I give Dr. Curtis-Whipple meets the exemplary standard on this indicator. Both from her evidence in support of this indicator and my own direct observation from school visits, reviewing the School Improvement Plans and receiving other direct feedback, Dr. Curtis-Whipple has created and employs multiple strategies to engage principals in creating and teaching ways to meet the needs of Weymouth's diverse learning body. The key difference from proficient to exemplary here is that she models such practice and principals take an active role in the strategies she has identified. For example, Dr. Curtis-Whipple has regular and consistent individual and team meetings with District principals. She is consistently in all our school buildings. It is with this engagement that she is able to model and enforce many of the strategies she seeks to employ for diverse learners.

Dr. Curtis-Whipple has made and reinforced with the Principals and Admin Team that the individual student – especially those with diverse learning needs – are a District focus. It is clear, through the presentations made at School Committee by Principals, such at the School Improvement Plan, and the Admin Team,

that she has focused on multiple strategies for such diverse learners and supports our Principals and Administrative Team to find any and all solutions to meet student needs. Examples of these initiatives are throughout the Accelerated Improvement Plan, especially Strategic Level 1 which focuses on professional learning to improve educator practice. Such examples include: Refocus on alternative education settings including the Foundations Academy; Data training for all teachers and Administrators with a focus on the DESE sub groups such as ELL, Special Education, Social Emotional needs and other disadvantaged youth; District based instructional rounds along with cross rounds to allow for more direct observation of strong practices; Work on actionable feedback with Principals to develop common language with rigor indicators; comprehensive MTSS program using data and other indicators; DESE training on Inclusive Practices and LGBTQ youth.

Committee Member Response Re I.E.3: The evidence available for this standard is somewhat confounded by the change in laws and procedures around district accountability. Standardized testing has changed from PARCC to MCAS2 and the state's accountability and support level system has been effectively suspended. That said, it is clear that Dr. Curtis-Whipple's primary focus is on student learning. This is evident from her budget priorities, which use assessment data and a bottom-up approach to focus resources on areas that are most likely to have a high impact on student learning. The same is true in her priority-setting in contract negotiations. Her recommended changes to teacher and administrator contracts are focused on maximizing time-on-learning, and on ensuring the quality of that time. She has continued and expanded upon the practice of data analysis that was begun by her predecessor.

Committee Member Response Re I.E.3: The team is very new overall and becoming more cohesive and united every day. Trust is something that the supt. is working hard to define and develop. She is constantly asking or giving feedback to the school committee in areas of improvement as well as district goals.

Committee Member Response Re I.E.3: The standard for proficient is that the Superintendent uses multiple data sources to evaluate administrator and district performance. She provides administrators and administrator teams with the resources and support to disaggregate assessment data and assist them in identifying students who need additional support. An exemplary rating includes that she empowers educators to use a range of data sources to pinpoint areas for their own and school wide improvement and can model this element. Dr. Curtis-Whipple easily reaches the proficient mark in this indicator and will reach the exemplary mark soon with the District's support of IT and other data informed decision making techniques. It is clear from our meetings and through direct observation as well as consistent feedback received, the Superintendent's focus on data coaches, data teams, data training, math coaches, and literacy coaches provides continued and every increasing support to make strong data driven decisions and improve the District's educational experience. With the additional positions hired, additional IT infrastructure and IT purchases for the 2018-2019 year, educators will be more empowered to use a broader range of data and be more engaged with the school wide improvement.

Examples of evidence superintendent might provide (partial list):

- | | | |
|---|---|---|
| <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 type="checkbox"/> School Improvement Plans |
| | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>II.C. Scheduling and Management Information Systems: Use systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff</p> <p>II.C.2. Time for Collaboration</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>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.</p> <p>II.E.1 Fiscal Systems</p>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>Overall Rating for Standard II (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Committee Member Response: [Regarding] Time for Collaboration, her evidence supports proficient as well. The evidence on developing a budget supports proficiency, I would like to see Jen advocating for a total, true number sent to the Mayor's office for the district.

Committee Member Response: Dr. Curtis-Whipple clearly articulated the District's fiscal needs to the School Committee and worked collaboratively with both the School Committee and Town Administration during the budget proposal process. Dr. Curtis- Whipple creates administrator meeting schedules that provide sufficient meeting times and sets expectations for effective team behavior.

Committee Member Response: I would like to see Jen advocate for actual budget #. Based on evidence she is proficient in setting expectations, although reading team feedback report. I feel that she needs improvement in establishing norms for effective team behavior.

Committee Member Response Re II.C.2: Judging by Dr. Curtis-Whipple's report, she is taking steps to remain always sensitive to the needs of other administrators when scheduling meetings. As a former primary school principal, she is aware of the rhythms of the school day and has taken concrete steps

to make sure meeting time is compatible with that rhythm. I have been in many meetings, which taken together have included every person in central office management as well as almost every principal in the district, and the scheduling of these meetings is a highly collaborative process, where the needs of all stakeholders are carefully weighed before committing people's time.

Committee Member Response II.C.2.: I feel that an expectation for administrator team meetings and schedules provides consistency that is needed and helpful. I feel that Jen does a good job balancing the schedule that the administrators need from her. The new administrative chart allows everyone a clear outline of two reports to whom. It is important that the flow of the information to the principals comes directly from Jen.

Committee Member Response II.C.2.: The standard for proficient is that the Superintendent sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrator's ability to focus on the agenda during team time. Establishes norms for effective team behavior. An exemplary rating includes that the Superintendent is transparent and forthcoming about expectation for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Can model this element. The Superintendent is clearly proficient in this element and has taken essential steps to create more focus and collaboration. Using the Bent Report, Dr. Curtis-Whipple identified key pieces to focus on to create better structure and team collaboration. She has succeeded in bringing consistent meetings scheduled with advanced notice to all aspects of the school department. Time for Collaboration is essential to ensuring our entire district – students, parents, teachers, administrators, support staff and the community - is moving in the right direction. It is difficult to take time to collaborate when so much 'work' is happening. There will always be cries that there are too many meetings. However, Dr. Curtis-Whipple is moving in the right direction by scheduling these meetings and working toward a more defined schedule for next school year and beyond. As our goals become tighter and more focused, the meeting will also become stronger and more focused maximizing the time within meetings.

Committee Member Response II. E.1: I wish there were a "proficient plus" category, because I believe Dr. Curtis Whipple is doing well in this category but has more to show in the future. Her ability to collaborate with town hall is exemplary. This has included partnering with the "town side" when appropriate, and resisting such initiatives when they are not clearly in the best interest of students. Her decision to create a five-year needs list has communicated competency and resolve to the Town Council and to the Community. She has been courageous in attempting to pull high-priority needs off the list as breakage and other savings have been realized. She is aware that her limited experience with the details of budget management, checks and balances, etc. is a challenge, but her laudably aggressive implementation of the Bent Report has likely ensured that we will have a full-time, well-experienced, dedicated Assistant Superintendent for Finance and Operations in place very near to the beginning of the 2019 fiscal year. I suspect that once this leadership structure has stabilized and a working team has been in place, Dr. Curtis Whipple will be facilitating exemplary work in this area.

Committee Member Response II.E.1: The Supt. does a wonderful job in setting preplanned meetings and when needed arranges conference calls to get the information out. These are always followed up with an email reminder. She seems to have a vision for her central office Administrative Re-Organization plan and how to move it forward more productively. I do feel that the cost of hangs isn't as clear as they could be.

Committee Member Response II.E.1: Budget clearly reflected available resources, which was a departure from past practice; very good collaboration with District Stakeholders; well managed existing resources.

Committee Member Response II.E.1: The standard for proficient is that the Superintendent develops a budget that aligns with the district's vision, mission, and goals. She allocates and manages expenditures consistent with district/school-level goals and available resources. A rating of exemplary includes that the Superintendent uses budget limitations to create new opportunities for improvement, when possible; and seeks alternative funding sources as needed. She is able to model this element.

I give the Superintendent an Exemplary on this indicator because she has met most if not all of these requirements while being short staffed and in an extraordinary short period of time. The budget process has not gone the same way in the 9 years I have been on the committee. It is a year long process filled with in depth detailed budget information, political considerations and a balancing of needs and voices. Our district has suffered over the last 10 years of not having a strong consistent budget administrator. The Budget Director has been a difficult position to hire and Dr. Curtis-Whipple has stepped up, learned extremely quickly and managed well above what she would normally have to do with a fully staffed Team. Over the past couple years, Dr. Curtis-Whipple has worked tirelessly with the School Committee, Community, Principals, Administrative team – including Department Directors – to fully understand how money is spent in our district and how to maximize its effectiveness to better the Weymouth student's education. Dr. Curtis Whipple ensures all school staff have a voice in the budget process to ensure needs are heard and there is transparency in how our decisions are made on where spending occurs resulting in our budget being aligned with the Accelerated Improvement Plan and School Improvement Plan. She has supported the budget process started by the School Committee to ensure needs are voiced, given due diligence and supported through data based decision making. She has created a 5 year needs list for operations similar to the 5 year IT plan. She continuously assesses the needs of the district with monies available exemplifying the indicator of using budget limitations to create new opportunities. She is innovative and willing to take nontraditional approaches to redirect funds and fill gaps in the district that will have an immediate impact on learning. Such new opportunities include adding 4th grade classes in a year that showed higher than average class sizes, redesigning a number of programs based on funding and students involved such as Special Education programs, Foundations Academy, Wey Care; redirecting funds to add Curriculum and Assistant Curriculum Positions to focus on gaps identified by data. Her collaboration with the Mayor's office and School Committee in this regard is unprecedented. Her ability to collaborate and build relationship has helped turn a once very contentious town process into a collaborative forward looking productive process to better the Weymouth Schools.

Examples of evidence superintendent might provide (partial list):

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p> <p>III.B.1. Student Support</p>	<input type="checkbox"/>	<input type="checkbox"/> J	X	<input type="checkbox"/>
III.B.2. Family Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<p>Overall Rating for Standard III (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Committee Member Response: Jen's evidence supports proficient in both standards. I would like more description of what family meeting nights and forums where. I know we had the parent forum regarding the new Math roll outs at WHS/Chapman, but AFTER the fact. It was well attended.

Committee Member Response: In the past year, Dr. Curtis-Whipple has greatly increased the number of opportunities WPS families and community stakeholders have to collaborate with school administrators. As a way to continue this forward momentum, it is suggested that Dr. Curtis-Whipple consider overhauling the WPS website to make it a more accessible and informative information source. Dr. Curtis-Whipple has held several meetings with stakeholder groups to solicit feedback and hear suggestions for improvement. Dr. Curtis-Whipple has kept the School Committee updated on feedback received from the community.

Committee Member Response: I would like more information on the parent forums. Would like to have District's staff sign off on reading student 504's like the do for student's IEP's.

Committee Member Response: Jen has established great relationships with the community. She is visible and with the help of the other administrators keeps people informed and encourages parental involvement. It is critical to the district's function and future that the administration work hard to reach across the aisle and establish positive links to town boards. Jen has done this and it's made a difference.

Committee Member Response III-B-1: It is important to note that, though the item above is entitled "Student Support," the accompanying rubric really seeks to measure how well the superintendent helps building leaders to support student learning. As the Bent Report highlighted, the level of trust on the team that includes central office administrators and building principles has been very low. Dr. Curtis-Whipple is focusing a great deal of energy on changing that situation, but this work is not yet completed.

For example, on the May survey of the leadership team, when asked to comment on the statement, "Questioning and alternative views are commonplace, explicitly valued, and strengthen relationships," 61% of respondents said that this was either "Not Evident," or just "Emerging." Eighty-four percent of respondents thought the statement, "The team sees itself (and is seen) as unified" was either "Not Evident" or just "Emerging." Under other circumstances, this would merit an "unsatisfactory" rating. It is important to know, however, that truly transformational changes are always met with a measure of discomfort. A new leader who is looking to make substantive changes is always met with some confusion, or outright opposition. This opposition can often leave a leader hamstrung, which significantly increases the time it takes to build a cohesive, supportive team of and for principals.

As leadership changes occur, and a new team that shares the vision of the superintendent is assembled, the structures Dr. Curtis-Whipple have put in place should result in rapid changes in this situation. An even more measurable sign for hope is that some positive indicators seem to have already appeared since the time of the Bent Report. For example, 77% of respondents found that the idea that decisions are consistently supported once made was at the "Exemplary" or "Developing" level (the two 'best' categories). Sixty-two percent of respondents recognized that mechanisms were developing that will "track implementation of decisions, review implementation data and adapt work accordingly." In sum, I have assigned this indicator to the "needs improvement" category *not* to suggest that the superintendent is failing to attend competently to this issue, but to signal that the leadership team, with her at the helm, should continue to focus on building trust among principals, creating a support

network for them, and thereby ensuring that they have the central office support they need to focus on student learning.

Committee Member Response III-B-1: The standard for proficient is that the Superintendent provides resources and support to enable administrators and educators to identify each student's academic, social, emotional and behavior needs including students with disabilities, and English language learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district. An Exemplary rating includes collaborating with administrators and families to prevent further challenges, connecting students with a network of resources within and outside the district. She is able to model this element.

Dr. Curtis-Whipple values families and collaboration with them and her team on how to support all areas of the student's education. This is clear from how she conducts herself every day. Through my direct observation and receiving feedback from others, I have seen that she is extremely responsible through meetings, phone calls and emails to those who reach out or need some sort of communication from her. She has held a number of events including parent forums, community forums, and teacher forums. She had an independent evaluator come in to evaluate her and how she is leading her team and take feedback on how to further strengthen her team. Through these interactions, she then produces results including additional budget requests, an individual student need or a community event.

Committee Member Response III-B-2: The standard for proficient is that the Superintendent set clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. She supports administrators to maximize the number of face-to-face family/teacher interactions. An exemplary rating includes in addition that she set clear expectations for and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. She is able to model this element.

Dr. Curtis-Whipple has made great strides in communicating with families in a variety of ways including forums, alert nows, school events, translation services, social media, and just plain being available to anyone. She is working to support her team to also engage families in their own ways to maximize communication within the district.

Committee Member Response III-B-2: I have listed it as "proficient" (rather than "excellent") only because this is an area where the school system at the time of Dr. Curtis-Whipple's appointment was very far behind. She should be congratulated on the significant progress that has been made

in communication with families. Immediately upon her appointment, all email sent to families began being translated into as many as five languages. This sometimes happened in the past, and translations have always been available as required by law, but Dr. Curtis-Whipple has standardized the proactive use of translation software so families who are not native English speakers do not have to request translation to get basic information. This has created a more welcoming tone and has brought justice to this vulnerable population. She is also significantly more willing to meet directly with individual parents and parent groups than the previous leadership. This has lent a personal touch to the district that makes parents feel more valued.

The work remaining to be done in this area lies in bringing all of the building principals up to a proactively communicative standard. Since her appointment, Dr. Curtis-Whipple has encouraged principals to send copies of all school-wide family communication to the School Committee. This has allowed us a window into the communication practices across the district that have been enlightening. The high school administration and one elementary school have been sending home very helpful weekly newsletters. The two middle schools both make frequent use of the School Messenger phone/text/mail system to keep families up to date. Unfortunately, either not all schools are living up to this standard of proactive communication or they are not forwarding their work to us, giving at least one member of the School Committee the impression that routine communication could be improved across the district. I recommend requiring all principals to broadcast proactive communications to parents every week of the school year. The method of this communication need not be determined by the central office. Different methods have different strength and weaknesses. The important thing is to develop the habit of communicating with the school community regularly.

Examples of evidence superintendent might provide (partial list) :

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ **School Improvement Plans**
- ☐ 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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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. IV.B.1. Policies and Practices	<input type="checkbox"/>	<input type="checkbox"/>	X	<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. IV.F.1. Response to Disagreement	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Committee Member Response: Managing Conflict, which needs improvement, evidence doesn't support proficient. I addressed this with Jen in our 1 to 1 meeting. Evidence supports proficient in Cultural diverse environment.

Committee Member Response: The effort Dr. Curtis-Whipple has made towards supporting and promoting the growth, learning, success, and safety of all WPS students and staff is monumental; this effort is exemplified by Dr. Curtis-Whipple's long list of programming initiatives focused on increasing the district's cultural proficiency. Dr. Curtis-Whipple applies a non-confrontational approach to responding to disagreement and dissent; her responses are respectful and appropriate to the situation being addressed.

Committee Member Response IV.B.1: Cultural Proficiency evidence is proficient.

Committee Member Response IV.B.1.: Dr. Curtis-Whipple immediately signaled her commitment to diversity with her email policy and practice. She has also begun to diversify the central office leadership, both in terms of gender and ethnicity. Her personal attendance at International Nights and other events sends a strong message to families from around the globe and from less-enfranchised populations in this country that their superintendent is on their side.

Committee Member Response IV.B.1: The standard for proficiency requires that the Superintendent develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences. An Exemplary rating includes leading stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element. Dr. Curtis-Whipple recognizes the need to develop and implement culturally sensitive policies that represent diverse communities, students, families and staff. Early in her tenure, she reviewed data relevant to our District from DESE and implemented training for all staff on diversity issues lead by the Anti-Defamation League. There is still more work to be done in our District from finding way to support student diversity on our teams, clubs and honors; hiring more diversity in our Administrative team, teachers and school staff and finding ways to encourage more families from diverse backgrounds to be involved.

Committee Member Response IV.B.1: As I stated before, I am concerned about the central office climate. I am concerned with the closing of 3 long standing programs: Compass, Decisions and Foundations. When I asked for the supporting data around the closings of the programs, the answer was vague and with no documentation.

Committee Member Response IV.F.1: Managing Conflict needs improvement.

Committee Member Response IV.F.1: The standard for proficiency is to employ a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Model this practice for the administrator team. An exemplary rating includes modeling a variety of strategies for responding respectfully and effectively to disagreement and dissent using both opportunities for learning. Provide professional development for the administer team to build these conflict resolution strategies. Able to model this element. Dr. Curtis-Whipple has a unique ability to listen compassionately, process different perspectives and make strong reasonable decisions all at the same time. She has an unwavering

sense of humor which she uses masterfully in diffusing difficult situations. She does not back down from disagreement and welcomes the opportunity to learn and make new decisions. From disagreements with students and parents to teachers to administrative staff, she listens with the same demeanor and thoughtfulness and looks for the right answer which is not necessarily the easiest.

Committee Member Response IV.F.I : As referenced in part III.B.1 above, any transition in an organization (especially if the goal of that transition is to produce genuinely transformative improvements in culture and practice), comes with it some inevitable discomfort – even opposition. The key to whether or not this transformative paradigm shift can occur will be the way the superintendent approaches disagreements.

Through many hours of watching Dr. Curtis-Whipple navigate the turbulent waters of conflict, I am confident that she has her hand firmly on the wheel and is directing our district along the right course. She approaches conflict with an impressive balance of compassion for the individuals who are upset, and a rock-steady commitment to do only what is best for the students. For example, when a very small number of members of the teachers' association brought up concerns about a central administrator, Dr. Curtis Whipple balanced her responsibilities by truly listening to people's concerns, while also being fair to the administrator by pressing for information about specific details and substantiation for those details. As a result, what began as a very dramatic conflict appears now to have been largely resolved into a workable professional relationship among all involved. This was accomplished by a superintendent who was willing to meet many times, listen to many perspectives, correct misconceptions, give sometimes pointed feedback to her staff on how to optimize relationships, and stand her ground when she made a decision. The ability to calm such an incendiary conflict as this is rare, but it is a skill set that has been demonstrated over and over again by this superintendent.

A final word about conflict. The evaluation we chose – in cooperation with the superintendent – has brought up multiple opportunities to consider how difficulties are handled. As is true in any organization, there are very real issues to be managed, but it must be said that the vast majority of the district is on board with the new direction of the Weymouth Public Schools. In conversations with me, members of the faculty and members of the public across all parts of town actively volunteer that they are excited about this new superintendent, and that they pin their hopes for the future onto her. The needs for change highlighted in the Bent Report are real, but this is not a district in turmoil. Largely thanks to Dr. Curtis-Whipple's skillful management, the growing pains that the central office is experiencing do not appear to affect the day-to-day lives of students in any negative way. Quite to the contrary, many exciting improvements are well underway across the district and it is clear that the future of our schools under this emerging leadership team is very bright.

Committee Member Response IV.F.I: We have seen how people are quick to complain, or inform of a conflict but when asked to follow it up in writing the situation gets shot down. Managing conflict is a tough area to know when to jump in or empower employees to resolve the conflict without the supt. I think Jen is a good listener and has done a good job balancing conflicts. I feel she still needs to continue to get information from all sides before making a response. I think she needs to know who to trust and who not to and not make assumptions.

Examples of evidence superintendent might provide (partial list):

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| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of Staff Feedback | <input type="checkbox"/> Memos/Newsletters to staff and school | <input type="checkbox"/> Staff attendance and other data |
| <input type="checkbox"/> District/ School improvement plans and reports | <input type="checkbox"/> Visit protocol and sample follow-up reports | <input type="checkbox"/> School committee meeting agendas/materials | <input type="checkbox"/> Presentations/materials for community/parent meetings |
| <input type="checkbox"/> Samples of principal/administrator practice goals | | | <input type="checkbox"/> Samples of leadership team agendas/material |

