School Committee Meeting Materials

Special School Committee Meeting

June 28, 2016
7:30 pm

Mr. James M. Fleming		Mr. Patrick Schultz
Ms. Rachel Hunt		*Dr. Brendan R. Walsh*
Ms. Mary A. Manning		*Ms. Kristine Wilson*

Mayor Kimberley Driscoll, Chair

MEETING NOTICE

June 23, 2016

<u>**Special Meeting**</u>

Notice is hereby given that the **Salem School Committee will hold a Special Meeting on Tuesday, June 28 at 6:30 p.m.** or immediately following the Committee of the Whole meeting scheduled for 6:00 p.m.

The meeting will be held in the School Committee Chambers at Collins Middle School, 29 Highland Avenue, Salem, MA. The purpose of the meeting is to conduct interviews for the candidates who are finalists for the position of School Business Manager and to conduct any and all business as necessary.

AGENDA:

a. AIP Quarterly Report - Laura Richanes – DESE
b. Report on the Superintendent's Evaluation
c. Deliberation and Vote to Ratify the Collective Bargaining Agreement with the Salem School Committee and The Salem Teachers Union

Respectfully submitted by:

_____
Eileen M. Sacco, Secretary to the
Salem School Committee

"Know Your Rights Under the Open Meeting Law, M.G.L. c.30A § 18-25 and City Ordinance Sections 2-2028 through 2-2033."

Introduction to the Salem Public Schools AIP Student Outcomes Data

What is the metric on our AIP related to the Benchmark Assessment System (BAS) measuring?

The metric on our AIP is a highly rigorous metric that measures the students' ability to grow an entire year worth or more of the individual reading levels that are represented by the letters of the alphabet in BAS. Each grade level has a band of distinct levels that students need to master before one year of growth can be recorded. This metric is looking in essence at our students' ability to grow through several distinct levels through the year.

As the students are in the primary grades, their growth through the levels tends to be faster because the earlier levels account for the mastery of students' sound to letter relationships (decoding, fluency). As the students go up in the grades, the complexity of the text increases and it is very common that students will remain for much longer period of time in one particular level as their mater the nuanced aspects of reading comprehension. Therefore, it is common to see larger numbers of students in the primary grades more rapidly moving through the levels than the upper elementary students.

This metric sought to measure the percentage of students who were actually able to increase their reading proficiency by either one year or more relative to whether they were below or at grade levels.

In addition to the growth data, this data packet will include data on the percent of students that have reached BAS benchmark or above. This data provides an indication of the number of students who have approached proficiency in their reading levels according to the BAS.

The data for iReady and Galileo also sought to measure the percent of students making one or more year's growth in their reading levels.

100% of Grade K-5 students will make one or more year's worth of growth on the BAS, measured in October, February, and June.
- Students on grade level will make at least one year's worth of growth on BAS.
- Students below grade level will make more than one year's worth of growth on BAS.

By School	% of Students Who Made Appropriate Growth This Year
School A	53%
School B	41%
School C	59%
School D	68%
School E	62%
School F	56%

By Grade	% of Students Who Made Appropriate Growth This Year
Kindergarten	63%
Grade 1	69%
Grade 2	60%
Grade 3	55%
Grade 4	45%
Grade 5	52%

What is BAS?
The *Fountas & Pinnell Benchmark Assessment System* is a formative reading assessment comprised of 58 high-quality original titles divided evenly between fiction and nonfiction. The assessment, administered one-on-one, measures decoding, fluency, vocabulary, and comprehension skills. The set of books, recording forms, and other materials serve as an assessment tool for teachers, literacy specialists, and clinicians to use in determining students' developmental reading levels for the purpose of informing instruction and documenting reading progress.

100% of Grade 6 – 8 students will make one or more year's worth of growth in i-Ready reading levels, measured in October, February, and June.
- Students on grade level will make at least one year's worth of growth on in iReady.
- Students below grade level will make more than one year's worth of growth in iReady.

By School	% of Students Who Made Appropriate Growth This Year
School A	46%
School B	47%
School C	44%

By Grade	% of Students Who Made Appropriate Growth This Year
Grade 5 (Salts only)	40%
Grade 6	43%
Grade 7	52%
Grade 8	44%

What is iReady?
i-Ready Diagnostic is a computer-adaptive assessment that adapts to each student, providing easier or harder questions depending on students' answers to previous questions. i-Ready pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Sub-skills measured include phonological awareness, phonics, vocabulary, comprehension of literature, and comprehension of informational text.

Salem High School interim assessment results, measured by Galileo

Assessment	% of Students Meeting the Galileo Growth Benchmark
ELA 9	64%
ELA 10	60%
Algebra I	96%
Geometry	65%
Biology	54%

What is Galileo?

Galileo is an assessment system that generates standards-aligned interim assessments that can be administered on-line or as paper and pencil tests. These exams are administered every 6-8 weeks. Once scanned into the Galileo data platform, teachers have access to student and class performance on each standard assessed so as to identify areas that need to be retaught either to the whole class or to individual students.
Students are assigned a Development Level (DL) score on each assessment based on their overall performance. Student growth is measured by the difference between the student's DL scores on the first and second assessments. Questions on the subsequent test are more complex than those on the initial test. As a result, Galileo determines a Research-based Growth Standard (a Growth Benchmark), which is an estimate of the typical growth rate displayed by Galileo clients. This allows the school to identify students who have and have not met the Growth Benchmark so as to provide additional academic support.

PERCENT OF STUDENTS AT (OR ABOVE) BENCHMARK IN FALL 2015
Many Kindergarteners in the Fall are not reading yet and the BAS is not administered to non-readers

Grade	
1	45%
2	51%
3	51%
4	58%
5	38%

PERCENT OF STUDENTS AT (OR ABOVE) BENCHMARK IN JUNE 2016—BY SCHOOL

School A	
Kindergarten	78%
Grade 1	52%
Grade 2	67%
Grade 3	42%
Grade 4	51%
Grade 5	28%

School B	
Kindergarten	82%
Grade 1	79%
Grade 2	76%
Grade 3	61%
Grade 4	62%
Grade 5	66%

School C	
Kindergarten	69%
Grade 1	63%
Grade 2	72%
Grade 3	74%
Grade 4	61%
Grade 5	68%

School D	
Kindergarten	64%
Grade 1	48%
Grade 2	64%
Grade 3	72%
Grade 4	61%
Grade 5	18%

School E	
Kindergarten	28%
Grade 1	23%
Grade 2	50%
Grade 3	46%
Grade 4	59%
Grade 5	80%

School F	
Kindergarten	64%
Grade 1	60%
Grade 2	78%
Grade 3	77%
Grade 4	66%
Grade 5	56%

Evaluation Template: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent:	Margarita Ruiz		
Evaluator:	School Committee		
	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)	☐ Did Not Meet	1 Some Progress	3 Significant Progress	3 Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	4 Some Progress	3 Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	5 Significant Progress	2 Met	☐ 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	☐	1	4	2
Standard II: Management and Operations	☐	1	6	☐
Standard III: Family and Community Engagement	☐	☐	7	☐
Standard IV: Professional Culture	☐	1	5	1

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   ☐ **Exemplary**

Step 4: 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:

Superintendent's Performance Goals

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By early spring, the Superintendent will have stakeholders agreement about the district's most critical needs and will set the Superintendent and School Committee up to launch a strategic long term planning process which will: (a) set a vision for the district (b) identify key goals and strategies (c) outline the measures to assess progress ▪ The three key presentations to School Committee outlined in this goal are completed on schedule as stated in goal (August, December/January and April). ▪ Strategic District Planning Process is adopted by a majority vote of the School Committee members. Results of spring survey of key stakeholders demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent).	☐	1	4	2	☐
Student Learning						
2	Students will make at least one year's growth or will reach grade level benchmark in ELA. ▪ 100% of students K-5 will make one or more year's worth of growth on the BAS, measured in October, February, and June. ▪ 100% of 6th-8th grade students make one or more year's worth of growth on the ELA iReady measure, measured in October, February, and June. 100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.	1	4	2	☐	☐
District Improvement						
3	Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model	☐	☐	3	3	1
4	Increase instructional rigor in all classrooms across the district 100% of classroom visits reflect instruction that aligns to Common Core	☐	3	3	1	☐
5	Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning 100% of principals show evidence of focused feedback given to teachers about improving access to content	☐	1	5	1	☐

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 measureable outcomes.	☐	1	5	1
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.	☐	1	6	☐
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.	☐	1	6	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	1	4	1
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.	☐	1	5	1

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**   1 **Needs Improvement**   4 **Proficient**   2 **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:

- ☐ 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

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.	☐	☐	7	☐
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.	☐	2	5	☐
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.	☐	☐	7	☐
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.	☐	2	5	☐
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	4	2

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**   **1 Needs Improvement**   **6 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:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

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.	☐	☐	7	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	6	1
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	1	5	1
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	6	1

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**   **7 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:
- ☐ 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

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.	☐	☐	4	4
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	6	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	2	5	☐
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.	☐	1	6	☐
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.	☐	☐	6	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	5	☐

Overall Rating for Standard IV *(Check 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.

☐ **Unsatisfactory**   1 **Needs Improvement**   5 **Proficient**   1 **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:

☐ 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: _____

Compiled Comments:

Overall Summative Performance 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*.

Excellent first year overall. Appreciate the work ethic, the commitment, and the communication.

The district, under Superintendent Ruiz, has made significant progress toward aligning curriculum across the district and has embedded a data driven system that supports learning and improving practices throughout the district. She has created a professional atmosphere and increased rigor by adding a high functioning leadership team, coaches and teacher leaders.

She has made many organizational shifts: reading teachers to literacy coaches available to all teachers, formation of teacher leader positions with regular meetings of these leaders to support growth. She will continue to add specialists (art, music and PE) to that leader group. Specialized training in math, writing (institute), and a science leadership development program (Museum of Science)was added for teachers. Strong common planning time practices are being developed at all schools. The superintendent plans and delivers professional development that models effective standards based instruction. Instruction is now scaffolded to provide a variety of entry points for all of our diverse learners. A variety of assessments - both formal and informal, are now being used. All schools now show evidence of having a cohesive leadership structure.

Superintendent Ruiz is present in classrooms throughout the district and provides planning time and effective support to review assessment data and along with the leadership team and principals. She and the team identify appropriate interventions. She ensures that principals identify a variety of strategies and practices that are effective with diverse learners.

Superintendent Ruiz is deeply committed to raising achievement in the SPS and insists on excellence from her staff. She has conducted effective outreach to stakeholders and has clearly identified her principles and priorities. She is an effective communicator and emphasizes a collaborative approach to improvement. She is intent on building an exceptional leadership team, including at the school level, that not only share her convictions that all of our students can learn at higher levels and that there is a sacred responsibility to provide them with every support and advantage, but who also have the skills to lead and consistently effect positive change.

As we continue to move through the process of creating an exceptional school system, I will be focusing on improvement not only in "core" academic achievement areas measured by the state, but also in the honors, AP, art, music and language programs.

1 - The goal of 100% achievement by students is logically impossible and unattainable in practice. "Aspirational goals" are not goals – they are hopes.

2 – The Superintendent's failure to produce an Organizational Chart is disappointing. I am hopeful that this shortcoming will be rectified.

3 – Comments regarding my "exemplary" rating in the area of Instructional Leadership are found on that page but are repeated here: In all that she does Superintendent Ruiz models what an instructional leader should be. She is thorough, organized and intensely focused, while at the same time appears to be understanding of peoples' needs and willing to listen to suggestion.

Superintendent Ruiz's transition to Salem has been very positive! She is systematically working to move the district forward in each of the standard areas. She is making solid progress working collaboratively with her team and the School Committee toward her ambitious goals for student learning and for the district.

I'm very pleased with the Superintendent's progress on these goals and her work as a leader for our District. She brings a tremendous amount of experience and technical proficiency to this position and, equally important, is building a strong team approach to building on prior success and improving the work ahead. The Superintendents is a tremendously hard worker and her dedication to systems and structures aimed at ensuring that ALL students and staff have the tools they need to succeed, while also holding everyone accountable to high standards is exciting to see in our District. This approach enables us to celebrate what's working, while also recognizing the areas still in need of improvement. I'm excited to see this work develop both more broadly and deeper during the Superintendent's tenure.

Standard I Comments

The district is moving toward a model that includes teachers in curriculum development. With the revised AIP, teachers are able to design effective and rigorous standards-based units with measurable outcomes. Teachers are beginning to see the benefits of a data driven system that supports learning. 6/11The district has revamped instruction at MS level using Generation Ready. The district is also ready to pilot standards-based report cards in 16/17.

Supt. Ruiz has fully adopted the curricular and instructional alignment priorities of the district, as well as the significance of data to inform decision-making.   I still need to know more about the quality of the evaluation protocols and practices currently employed by the supt. before fully assessing her practice. In terms of I-C Assessment, I need more information on the range and types of summative and formative assessments being used in the schools. How are principals promoting more variety in assessment types and what do they consider and how are they measuring quality of assessments?

In all that she does Superintendent Ruiz models what an instructional leader should be. She is thorough, organized and intensely focused, while at the same time appears to be understanding of peoples' needs and willing to listen to suggestion.

Superintendent Ruiz is an instructional leader. She has leveraged the important foundational work that the district had done in shifting toward standards-driven curriculum and instruction, establishing assessment systems and using data to inform practice to continue to move practice forward. She is working to ensure that the district has the systems and structures in place to allow for collaboration, provide opportunities for leadership, ensure accountability and invest in culture. The next step for Margarita and for the district is to use the foundation of practices and expectations to empower principals and teachers to have more ownership over their work.

The Superintendent is working hard with her leadership team to build a strong, sustainable model of effective teaching and learning practices and supports within all of our schools aimed at ensuring ALL of our students and educators have the tools they need to be

successful. I appreciate the team effort being employed and the positive approach to undertaking this work that the Superintendent has undertaken thus far.

Standard II Comments

II- B feeling considerably more confident with superintendent's ability – due primarily to her work during hiring process for new business manager.

II – E exemplary due to well-needed total overhaul of budget design and process

Superintendent Ruiz has aligned budget planning to the district goals through a collaborative process with each school principal. Principals learned how to leverage their key resources - people, time and money to align with the goals. The system also has one plan in place on how to stop the revolving door of new teachers.6/11 The Superintdentent is aware of the lack of diversity on the staff and is recruiting toward that goal. The superintendent has reorganized human resources dept to serve the schools better, started ALICE program in spring at WEHS and all schools in the fall, and has created and implemented Entry course for 1st year principals.

Supt. Ruiz is doing strong work around HR (hired a new HR director and reorganized work to include timely employment advertisements and hiring practices this Spring, as well as is developing a teacher-leader model in the district and emphasizing the importance of teacher retention). I am also impressed with her approach to operations and with her hire of an Operations Director. The district is also moving to an Aspen SIS which should greatly simplify and enhance critical data input and data sharing within the district and between the district and the Salem community. Supt. Ruiz and her team improved the annual budgeting process this year by working more collaboratively with school principals, by bringing the entire Central Office team into the process and by setting a district improvement context for all budget discussions/decisions. She was also willing to bring all SC members into the process in ways that honored their voices and responsibilities as community representatives. Regarding II-A Environment, although I know the superintendent is committed to these critical responsibilities, I need more information on specific plans and practices to improve the accommodation of the emotional and social needs of our students.

I am still waiting for a promised Organizational Chart with which I can make better determinations regarding the need for, purose of and value of positions in and/or responsible to Central Office.

The organizational systems and structures within the district needed significant overhauling when Superintendent Ruiz was hired. She has begun to tackle the challenging work of assessing the district and creating or streamlining systems in order to ensure more efficiency and effectiveness. Her knowledge and experience working in a large district afford her a valuable perspective and this insight would be enhanced by also looking to school systems with similar size and composition as models. She has hired some key positions to guide this work. This year the budget process improved significantly. As the Superintendent continues to establish systems and work with the new business manager, I am confident that the budget process will become even smoother, more transparent and more aligned to the vision/goals/and needs of the system and its individual schools.

The Superintendent has shown her strengths in developing a system of good practices within our District and has made significant strides in improving hiring practices; instructional leadership team meeting agendas; budget practices, etc. I am excited to see how these efforts will continue to improve and tie into an overall strategic plan that is just getting underway.

Standard III Comments

Superintendent Ruiz has spent many hours listening and learning to understand and lead during the first 100 day data entry plan with all of Salem's stakeholders. She also continues to spend hours above and beyond to those who seek clarity.

The only situation that may not have been dealt with in the most inclusive way was the fingerprinting. This situation has been corrected, but school volunteers were lost in the process. Hiring personnel to deal with these issues was an excellent improvement and greatly needed. The Superintendent has started the DPAC group which meets monthly and was formed to be a partnership with parents.

There are plans for the community to be involved in the Strategic Planning Process but the budget has taken priority at this time.

Her ultimate goal is to restore faith and pride to the SPS and there is significant evidence that we are heading in that direction. 6/11 Salem has been chosen as one of six cities to be part of the By All Means hosted by Harvard, and has increased school communication by hiring a Chief of Communications.

The Superintendent's entry plan was thoughtful and provided many opportunities for community and parent input on the schools and their hopes for the district. The Supt. has also ensured that all schools have active school councils this year. Additionally, the Supt. has embraced the district's first District Parental Advisory Committee (DPAC) and leads meetings once a month. Although the DPAC is necessary in the district, we are still figuring out how to make it an effective body. I think all would agree, the DPAC needs better organizational and role development. Of course, this is the first year and I expect to see improvements moving forward. The superintendent has also hired a Communications Director for the district who is beginning to audit current systems and develop strategies to improve the district's communication systems, including those systems connecting school and district professionals to parents and the community. Need to see more data tied to frequency and quality of parent outreach.

Superintendent Ruiz is committed to strong family and community engagement in the schools. She began her tenure in the district meeting with families and community members and continues to look for opportunities to improve family engagement, particularly amongst groups who are typically under-represented such as non-native English language speakers. She has hired a communications director to audit current practices and build better systems for ensuring two-way communication. This year, the Superintendent came in as the district-parent advisory council was established. She has met with representatives monthly through the d-pac providing information, getting input and responding to areas of concern/interest of families. This group could be a real asset to the district with increased structure and more effective organization. Through the strategic planning process, the Superintendent has the opportunity to really strengthen the role of School Councils, D-PAC, and PTOs in providing meaningful roles for families.

The Superintendent has a collaborative leadership style and has worked hard to cultivate positive relationships with parents and community stakeholders. She has strengthened our relationships with partners, like Salem State and the PEM, and regularly communicates with parents and families, in particular our Latino families who make up a large part of our District. The Superintendent

has sent a strong message that equity in education is an important tenet of the work to be undertaken in our District and that is important to the overall success of our students and our schools.

Standard IV Comments

IV-E feeling more confident due to fact that specific movement has been initiated on stakeholders meetings plans

IV-F I still do not feel I have seen superintendent in situation that could be described as managing conflict. I feel the building consensus aspect is better covered in other standards/ratings.

It is difficult to limit my comments to my 3 months on the school committee and not reflect on my 49 years of teaching and attending the SPS's. The culture of this district has changed tremendously. The district has never had so many important systems in place to help both teachers and students in our district succeed.

Superintendent Ruiz is also extremely adept in responding to disagreements and constructively resolving conflicts. 6/11 The superintendent has started a Teacher Leader model, Led the process to create vision and mission for the district, aligned professional development for teachers and leaders with AIP, created extensive summer learning opportunities for teachers, and has started strategic p;lanning process which will set course for the next 3-5 years.

Supt. Ruiz has been sufficiently focused on messaging during her first year as superintendent of SPS. The overarching message directly aligns with Standard 1 and is evidenced in public presentations, stakeholder meetings and SC retreats. Many in the SPS and the Salem community have exhibited a reluctance to believe that most of our students can learn and achieve at high levels. This is changing and the Superintendent is working to accelerate this change in culture by promoting a no excuses attitude when it comes to student achievement.

The Superintendent believes in all students' capacity to learn and grow at high levels and sets high expectations for herself and the SPS team in order to ensure that students are well served. She has put a needed emphasis on cultural proficiency, revamping programs, setting clear guidelines, and pushing high expectations. Superintendent Ruiz has worked with the community, educators and the school committee to build a shared vision for the district. This process is grounded in listening and learning – meeting with stakeholders, observing and reviewing data. In the instances that I have observed, the Superintendent has managed conflict well. She has shown a willingness to confront issues head-on, meet with people individually, acknowledge fault if appropriate and work toward resolution for the good of the system.

The Superintendent has demonstrated a strong commitment to ensuring rigor in all that we do and is working to strengthen the cultural proficiency in our District. Her willingness to work across disciplines and with multiple stakeholders will help to ensure that this work is sustainable and has broad buy in among staff and community members.

Superintendent Summative Evaluation

June 28, 2016

Summative Evaluation Components

- ✓ Progress toward goals
- ✓ Proficiency against standards
- ✓ Overall performance

Student Learning Goal

Students will make at least one year's growth or will reach grade level benchmark in ELA.

❖ 100% of students K-5 will make one or more year's worth of growth on the BAS, measured in October, February, and June.

❖ 100% of 6th-8th grade students make one or more year's worth of growth on the ELA iReady measure, measured in October, February, and June.

❖ 100% of high school students will reach grade level benchmarks on district ELA Galileo measure(s), measured in October, February, and June.

Progress Toward Student Learning Goal

Not on Track	Some Progress	Significant Progress	Meeting	Exceeding
0	4	3	0	0

- Report out on end of year results
- Discuss and determine progress rating

Professional Practice Goal

By early spring, the superintendent will have broad agreement from key stakeholders 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.

❖ The three key presentations to School Committee outlined in this goal are completed on schedule as stated in goal (August, December/January and April).

❖ Strategic District Planning Process is adopted by a majority vote of the School Committee members.

❖ Results of spring survey of key stakeholders demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent).

Progress Toward Professional Practice Goal

Not on Track	Some Progress	Significant Progress	Meeting	Exceeding
0	1	3	3	0

- ## Review goal
  - Discuss spring survey referred to in goal

- ## Discuss and determine progress rating

District Improvement Goal 1

Embed a data-driven system that assesses and supports learning and improves instructional practices throughout the district.

❖ 100% of schools show evidence of having a cohesive leadership structure that utilizes highly effective data practices to inform a tiered support model

District Improvement Goal 2

Increase instructional rigor in all classrooms across the district.

❖ 100% of classroom visits reflect instruction that aligns to Common Core

District Improvement Goal 3

Ensure high quality leadership exists across the district that supports and monitors the continuous improvement of teaching and learning.

❖ 100% of principals show evidence of focused feedback given to teachers about improving access to content

Progress Toward District Improvement Goals

Not on Track	Some Progress	Significant Progress	Meeting	Exceeding
0	0	5	2	0

- Reviewed and discussed end of year results on 6/20
- Discuss and determine progress rating

Standard I

Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Proficiency Toward Standard I

Unsatisfactory	Needs Improvement	Proficient	Exemplary
0	1	4	2

- Discuss and determine proficiency toward standard.

Standard 2

Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Proficiency Toward Standard II

Unsatisfactory	Needs Improvement	Proficient	Exemplary
0	1	6	0

- Discuss and determine proficiency toward standard.

Standard III

Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

Proficiency Toward Standard III

Unsatisfactory	Needs Improvement	Proficient	Exemplary
0	0	7	0

- Discuss and determine proficiency toward standard.

Standard IV

Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Proficiency Toward Standard IV

Unsatisfactory	Needs Improvement	Proficient	Exemplary
0	1	5	1

- Discuss and determine proficiency toward standard.

Final Summative Rating - Goals

Goal	Not on Track	Some Progress	Significant Progress	Met	Exceeded
Professional Practice					
Student Learning					
District Improvement					

Final Summative Rating - Standards

Standard	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I: Instructional Leadership				
II. Management and Operations				
III. Family and Community Engagement				
IV. Professional Culture				

Final Summative Rating - Overall

Unsatisfactory	Needs Improvement	Proficient	Exemplary

Next Steps

- Discussion regarding adjustments to process

- Proposed timeline for 2016 – 2017
  - August – Self assessment and goals drafted
  - September – SC approves goals / set timeline for reporting out on goals and standards (as applicable)
  - December/Early January – Survey to inform formative
  - Late January – Formative Evaluation
  - June/July – Summative Evaluation

- Other reflections