

**Superintendent's Evaluation by the School Committee**  
**July 2023**

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

	Did not meet	Some progress	Significant progress	Met	Exceeded
Professional Practice Goals				X	
Student Learning Goals			X		
District Improvement Goals			X		

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional leadership			X	
Standard II: Management and operations		X		
Standard III: Family & Community		X		
Standard IV: Professional Culture		X		

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

1. Unsatisfactory
2. Needs Improvement
3. Proficient
4. Exemplary

Step 4: Evaluator Comments (Comments and analysis are recommended for any rating but are required for an overall summative rating of Exemplary, Proficient Needs Improvement or Unsatisfactory.)

The School Committee appreciates Dr. Greer's hard work over the course of the last year. We are pleased to see students, educators, and staff moving toward the goals, indicators, and outcomes of the new District Plan. Notably, the i-Ready growth data suggests that our students' academic outcomes are moving in the right direction. We also are excited to see Universal Pre-School becoming a reality.

The Committee has identified a few growth areas for the Superintendent. Specifically, we see the need for her to improve hiring processes, community relationships, management, and communication. For example, regarding hiring, we were troubled by both the content and volume we heard from communities about the principal hiring processes at the Fletcher Maynard Academy and the Morse School. Caregivers and staff did not understand how and why decisions were made. Their emails reflected not feeling part of the process of decision-making. The Superintendent could have handled the follow-up meeting at FMA better. Other community processes have had similar challenges – consultants were brought in to develop the Teaching and Learning Framework and implemented a process that did not build collaborative relationships with stakeholders. Instead, the process led to disengagement by caregivers and educators who did not feel their input was valued, but rather performative.

With internal management, we want the Superintendent to depart from the top-down approach more often. We hear that buy-in from staff is lacking and some feel mistreated. The loss of many senior staff to retirement and departures, as well as senior staff with short-term contracts, raises questions about the effectiveness of the Superintendent's management style in keeping, inspiring, and working with the leadership team to improve our school system.

The thread through each of these areas of improvement is communication. The School Committee wants proactive communication about admissions policies, the School Council Handbook, and other significant efforts. Families want quicker response times and to know their input is having an influence. Principals want discussion, rather than surveys about proposals. When the Superintendent makes a mistake, the Committee wants her to take ownership, which will help rebuild trust and relationships.

Being a superintendent of a sizable district with diverse needs can be a thankless job. The Committee is rooting for Dr. Greer’s success and looking forward to discussing how we can support her growth.

Superintendent’s Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

	Did not meet	Some Progress	Significant Progress	Met	Exceeded
Chronic Absenteeism			X		
Academic Achievement				X	
Meeting Leadership			X		
School Visits			X		
Welcoming and Supportive Schools			X		
Accessible College and Career			X		

Pathways, RSTA					
UPK				X	
Ambitions instruction MyCAP			X		
Instructional Support		X			

Superintendent’s Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s) and are bolded.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A Curriculum			X	
I-B Instruction			X	
I-C Assessment			X	
<b>*I-D Evaluation</b>		X		
<b>*I-E Data-informed decision</b>			X	
I-F Student Learning			X	
Overall			X	

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

I-D Competing evaluations has always been a concern and remains so. A system needs to be in place where all required evaluations get done on a timely basis.

I-E The chronic absenteeism report and iReady data clearly show that multiple sources of data are being collected, used to inform district goals and improvements, and share progress with the community. It’s wonderful to see all the data presented at meetings. One suggestion the Committee has is to improve the Teaching and Learning Framework by looking into best practices from other districts.

Superintendent’s Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s) and are bolded.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A Environment		X		
<b>*II-B Human Resources</b>		X		
II-C Scheduling and management		X		
II-D Law, Ethics		X		
<b>*II-E Fiscal Systems</b>			X	
Overall		X		

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

II-B The Committee has heard concerns from various stakeholders about how hiring processes move forward, how hiring committees have been structured, and how their input has been used. Members also have heard multiple examples of avoidable problems with dismissals and retirements. CPS staff need to feel Human Resources is there to support them and that does not seem to be the current experience. The Committee also is concerned about the fill rates in the evidence binder and what they mean for how the school year will start this fall.

II-E -The Committee feels our finances are well-managed. This year’s budget process was comprehensive, including student and community feedback. There were a couple of communication problems with the Kennedy-Longfellow and items like the Design Lab position, but Dr. Greer recognized them and they were addressed.

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

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s) and are bolded.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A Engagement		X		
<b>*III-B Sharing responsibility</b>		X		
<b>*III-C Communication</b>		X		
III-E Family Concerns		X		
Overall		X		

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

III-B The Superintendent did a good job of meeting with and listening to families and community groups when she was Interim. Engaging collaboratively with each school community more frequently could help rebuild the relationships needed for her work to be successful.

III-C Communications from CPS has improved, particularly "one-way" communications. The cadence of emails, newsletters, and the use of Parent Square by Dr. Greer and her team has been consistent.

Interactive conversations that build trust and relationships with the community have been less successful. There have been breakdowns in communication with community groups (e.g. CFCC) and school communities (e.g. FMA). Best practice should always be responding if permissible and saying there will be further follow-up. There needs to be more frequent family nights/community events for parents to gather. We should not be waiting on a crisis to host a town hall – these can occur more regularly.

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

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s) and are bolded.)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A Commitment to High Standards			X	
IV-B Cultural Proficiency			X	
IV-C Communication			X	
<b>*IV-D Continuous Learning</b>		X		
IV-E Shared Vision		X		
<b>*IV-F Managing Conflict</b>		X		
Overall		X		

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

IV-D The Committee would like to see more collaboration with staff and community members when the Superintendent gathers input and makes decisions. There does not need to be agreement, but stakeholders need to understand why decisions were made.

IV-F We are troubled by the perceived climate of fearfulness and what it means for substantive involvement by staff in establishing and supporting district plans. Some members of the Committee have heard (from ELT, Coordinators, and educators) that the organizational culture is unsafe for reflection or dissent. For students to feel safe and ready to learn, staff must feel comfortable sharing their best thinking with the Superintendent, even when they disagree.



In closing, the Committee hopes that coming off a strong entry process with Dr. Greer, this is a growing pains stage. We believe in the Superintendent's intelligence and commitment to our students. This evaluation offers constructive criticism and suggestions candidly because we want to maximize her ability to be successful.