

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: William H. Lupini, Ed.D.

Susan Wolf Ditkoff

*Summary representing the consensus of
the full Brookline School Committee*

Evaluator:

September 18, 2014

Name

Signature

Date

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

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

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

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = *Proficient* practice is understood to be fully satisfactory. *This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

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

☐ Unsatisfactory

☐ Needs Improvement

☒ Proficient

☐ Exemplary

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

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

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

Comments:

This document represents the Summary of the Brookline School Committee's evaluation of the Superintendent. It takes into account each of the individual School Committee member evaluations, nearly a dozen 1-1 interviews with principals and administrative leaders, as well as formal and informal input from over 100 community members and parents. The Public Schools of Brookline (PSB) continues to be a high performing school district that educates students with excellence, develops and retains highly qualified educators, and attracts hundreds of new families every year. In summary, Dr. Lupini's leadership over the past ten (10) years has moved the District significantly forward in terms of the PSB's core values and strategic educational priorities.

The most significant challenge facing the PSB has been the 35%+ enrollment growth across our K-8 schools since 2008. Over that time, Dr. Lupini has supervised a tremendously tight and carefully managed operating budget in conjunction with Deputy Superintendent Peter Rowe, resulting in a flat (or by some measures, decreased) average per-student cost over the past 5 years. From a capital perspective, Dr. Lupini and Mr. Rowe have supervised the carving out of ~50 new classrooms from every existing school building plus a schedule of new renovations and expansions (at the Runkle, Heath, Lawrence, and Devotion Schools), in collaboration with the Town of Brookline building department. Dr. Lupini has also supervised the increasingly tight assignment of students to classrooms, to squeeze out efficiencies without sacrificing pedagogical objectives and balance. This includes preserving both highly-prized community values as directed by the School Committee (such as walkable neighborhood schools, the desire for small class sizes, the desire for increased diversity through the METCO program, and the desire for siblings to be assigned to the same school)—as well as assignments that prioritize the educational needs of students based on special education, native language abilities, social environments, and other needs. The School Committee commends Dr. Lupini's leadership and ability to balance these competing objectives in a pedagogically effective and cost efficient manner—an extraordinary feat.

The School Committee also commends Dr. Lupini for moving the system forward in important instructional areas, in collaboration with Deputy Superintendent Jennifer Fischer-Mueller. The enrollment growth is a testament to the outstanding education that new families and residents expect from our system. Even with constrained revenues, this year saw significant improvements in our educational offering. To name just four examples: First, the administration successfully completed the PSB's new Strategic Plan in a highly collaborative, 18-month effort led by Dr. Fischer-Mueller with teachers, principals, parents, and non-parent community members—including three town-wide focus groups and interviews with national education experts and leaders. Second, the administration developed the building blocks of our emerging K-12 Technology Plan with feedback from the Town-wide Override Study Committee and significantly tightened relationships with the Town Informational Technology leadership. Third, they continued the rollout of the RETELL professional development initiative for teaching English Language Learners. As a final example, they advanced our important Literacy efforts (e.g., continued implementation of the Literacy Collaborative, the Benchmark Assessment System, programs for struggling learners such as Leveled Literacy Intervention, and important advances in nonfiction literacy through the Content Reading Initiative which was a successful joint effort of the PSB, the 21st Century Fund, and the Brookline Education Foundation—among other integrated initiatives).

The School Committee also commends Dr. Lupini, in collaboration with Assistant Superintendent Angela Allen, on continuing to hire highly qualified educators. We are fortunate that Brookline is able to attract outstanding educators such as our new Lincoln and Old Lincoln School principals, and we look forward to an inclusive and successful search for the Devotion School principal this fall. We are also extremely pleased to be moving forward on our shared priority to create an increasingly diverse District-wide and School-level team of leaders and educators; more progress needs to be made but we are quite grateful for the long-term vision that has enabled the Superintendent to attract and hire outstanding educational leaders this year. Finally, the School Committee commends Dr. Lupini for working collaboratively with Assistant Superintendent Karen Shmukler on advancing important special education services. Specifically, we note the work to educate Brookline students in Brookline by creating successful district-wide special education programs. Through Dr. Lupini's vision and Dr. Shmukler's leadership, more Brookline students are receiving high quality services here at home—effectively supporting the School Committee and Community's core value of inclusion. While not the overriding variable, cost effectiveness of special education services is an important factor in effective District leadership and we commend Dr. Lupini for consistently prioritizing and championing supports in regular education settings—from handwriting to social-emotional principles to early intervention—which prevent the need for costly special services while upholding our cherished values.

In addition to these achievements, a few key challenges face our District, and Dr. Lupini, this year.

In Brookline, we are grateful to have an active community that is firmly committed to excellence in public education. We are extremely fortunate in this respect, and we know that many communities can only aspire to our Town's level of support and engagement. It is a simple statement of fact that Brookline residents—parents, elected officials, and community members—are some of the most celebrated educational leaders in the Commonwealth and in the United States. The flip side of these blessings is that a remarkably large number of individuals expect an exceptionally high degree of communication and engagement on educational matters. Often the expectation is customized, detailed, and personal. Therefore, the School Committee

recognizes that the expectation for any Superintendent is high.

That said, a significant and vocal group of parents and community members desire better communication from the Superintendent. Without a commensurate growth in available revenues, the student growth has put a tremendous strain on our educators' ability to deliver on our instructional priorities, and we have heard clearly that some segments of the community are frustrated; a number of members feel they have not yet heard from Dr. Lupini a crisp, clear vision of where the system needs to go and what might happen if sufficient revenues remain unavailable to support the level of educational services that Brookline parents and taxpayers have become accustomed to. Clearly, improved communication and engagement with all constituencies—educators, parents, and community members—is a high priority. As it has in the past, the School Committee looks forward to Dr. Lupini's vision being articulated and built on the Strategic Plan priorities—at the District-wide and School Improvement Plan levels. We look forward to hearing this vision expressed through long-range budget priorities and having it guide our discussions of the various budget scenarios we will be contemplating this year, especially as the Board of Selectmen deliberate on Override ballot questions. We anticipate that this vision will encompass the near term and longer term, as well as operating and capital implications. Necessarily these implications will be built upon assumptions about important unknown variables, and we look forward to the discussion and planning for an uncertain and potentially volatile future. We also look forward to Dr. Lupini's leading us through a robust discussion of long-term Capital contingency plans even as the District continues to move Early Education into rented space and continues to carve out sub-optimal classrooms in our existing buildings, completes the Lawrence expansion, proceeds with the Devotion renovation project, re-opens the Old Lincoln School, awaits news of the potential Driscoll expansion project, and prepares for the Brookline High School expansion from ~1,700 to potentially over 2,600 students.

Further, it is increasingly clear that both Dr. Lupini and his direct reports (15 Principals and Senior Staff members) are themselves quite strapped for time given their own lack of supports due to enrollment growth. This means that Dr. Lupini has spent less time than he would like, and that we would expect, in buildings strengthening relationships with principals, teachers, and parents. This gap has been felt keenly by all stakeholders, and we know that Dr. Lupini is committed to changing this dynamic. It also means that critical areas of District-wide planning (such as the Technology Plan, program reviews such as Enrichment and Challenge Support, the results of our Coordinated Program Review, an aligned Guidance curriculum, an examination of and meaningful progress towards appropriate representation of students by race and other factors in our special education programs), as well as core functions such as Educator Evaluation and new Surveys of the Community and Parents which will provide critical feedback to our Principals, are at risk of not being articulated and implemented with the exceptionally high degree of quality that this community demands. We look forward to Dr. Lupini's leading us through a robust discussion in each of these areas, and helping us all to understand the resources in administration and programs that will be required to execute with high fidelity. We also look forward to hearing his vision for how the professional culture and development among educators can be maintained and improved throughout this period of staff growth.

Clearly, we are at an important point in this District's history. Despite these challenges, and there are many, the School Committee is highly optimistic about the future of the Public Schools of Brookline. We look forward to Dr. Lupini's leadership in the coming year—leadership that continues to deliver high quality instruction, management, and operations, and that successfully addresses the challenges we face as a district.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Focus on engagement and visibility at our schools. Specifically, I have designed a plan to ensure that I will have an opportunity to work more closely with teachers, as well as being able to observe and participate in their work in the classroom with our students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	The development of a vision and plan for instructional technology. This document will focus on the needs of our educators and our broad range of students, including assistive technology, classroom practices, and supports for advanced learners. The evidence of this goal would include sharing regular updates of progress, including documentation, in ensuring that the plan is part of budget planning efforts for 2014-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	A long-term capital and operating financial plan, including the strategies adopted by the School Committee for dealing with our space issues, the staffing required to meet the needs of our student population, a review of central office staffing and organization, and a long-term technology plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Implement the short- and long-term space decisions necessary during the coming year, including the Lawrence modulars, the High School recommendations, and initial steps in the Devotion and Driscoll plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5	Implement first year components of the educator evaluation program for Unit A employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6	Successfully negotiate successor collective bargaining agreements with Unit A, Unit B and paraprofessionals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Successfully implement plans for state and local initiatives, including the PARCC pilot, RETELL, bullying prevention, and literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

See above

Examples of evidence superintendent might provide:

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

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

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

Overall Rating for Standard II (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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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*):

See above

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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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*):

See above

Examples of evidence superintendent might provide:

- | | | |
|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

☐ Needs Improvement

☒ Proficient

☐ Exemplary

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

See above

Examples of evidence superintendent might provide:

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