

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:	Dr. Victoria Greer		
Evaluator:	School Committee (composite drafted by Vice-Chair Rachel)		June 7, 2022
	Name	Signature	Date

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

<p>Student Learning Goal 1: By the end of the evaluation period, Dr. Greer will initiate the process for the full implementation of literacy and math screeners (iReady) that will support shifts in classroom instructional practices in grades 3-8</p>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
<p>Student Learning Goal 2: (RSTA) - By the end of the evaluation period, Dr. Greer will ensure a clear process for the completion of a comprehensive review of the RSTA program and develop a plan of action to implement the recommendations to lead to program improvement</p>	<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
<p>District Improvement Goal 1: (Entry Process) By the end of the evaluation period, Dr. Greer will initiate a comprehensive entry process that will yield data and information that will shape the FY '23 budget process, use of ESSER 3 Funding and the 3-year District planning process and plan.</p>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
<p>District Improvement Goal 2: (OEIB Office Expectations, Support and Accountability) - By the end of the evaluation period, Dr. Greer will establish clear expectations, support and accountability for how the Office of Equity, Inclusion and Belonging will support districtwide processes, draft and revise policies and instructional practices that will have a long-term impact on student outcomes</p>	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

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

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>



End-of-Cycle Summative Evaluation Report: Superintendent

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*.

Comments:

Dr. Greer arrived in our complex district at an exceptionally difficult moment and rose to the occasion. The Committee was pleased with her entry process, her orientation to listening and building relationships, and her consistent focus on student learning. We appreciated the way she wove her entry findings, budget, and district plan processes into a coherent work plan. We feel she improved both our COVID response and our communications this year. We rated the Superintendent's performance as proficient in each of the four DESE standards (details on focus indicators follow later in this document).

At the start of the year, the Committee and Superintendent set four goals collaboratively. The Committee has rated Dr. Greer's performance on three of the four goals as proficient. Although these goals remain works-in-progress, we feel the iReady and OEIB goals show considerable promise. We were quite impressed with Dr. Greer's comprehensive entry process and the budget that grew from it. The Committee saw the Superintendent make significant progress towards the RSTA goal, though it is not yet met. We noted that the evidence binder presented to the Committee included information about RSTA that would have been helpful for her and the Committee to review months ago. Going forward, we ask that she will both identify and communicate barriers to such initiatives as soon as they arise. Overall, we feel she is leading the district in the right direction, though the district is not yet performing as it should.

While not a stated goal for the year, we noted the personnel challenges that the Superintendent had to respond to, including a vacancy in the role of Chief Talent Officer and multiple other administrators. We appreciated that Dr. Greer provided insight and leadership in hiring, as we have been impressed with a couple key leaders she has brought to the Cambridge Public Schools and look forward to seeing how she builds-out the team. Other input to consider as we look to SY22-23 is the Committee's interest in seeing CPS staff districtwide interact with families with the respect the Superintendent does, encouraging 360 input on evaluations, and further strengthening the Superintendent-Committee partnership.

We thank Dr. Greer for her tireless work this past year. We are excited to continue working with the Superintendent as she leads the district towards a shared vision of the exemplary school district our students deserve.



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).)

	U	NI	P	E
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. ✓ Focus Indicator (check if yes)	<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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for the overall rating of Exemplary, Needs Improvement or Unsatisfactory): The Committee appreciates that the Superintendent has prioritized learning and growth for students and staff, despite the requirements of the COVID pandemic and other competing demands. She has been intentional about building a shared vision centered on instruction. With regards to focus indicator I-B, we note that while Dr. Greer has high expectations for all students and staff, there is work to be done before that is true of staff district-wide. For I-C, Committee Members pointed to the adoption of iReady, mental health screeners and other leading and lagging indicators. We know that the Superintendent is focused on defining job responsibilities for principals and instructional staff, and ensuring staff development is supported through evaluation processes. We would like more information about how assessments and evaluations are being used for principals and administrators.				

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



	U	NI	P	E
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. ✓ Focus Indicator (check if yes)	<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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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.

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

Overall, Dr. Greer has worked effectively to ensure a safe learning environment for our students and was particularly strong in her leadership to determine allocation of resources. We would like to see a district management system that can provide timely and accurate data. In terms of focus indicator II-A, the Committee felt the Superintendent improved the district's COVID response, despite the January testing mishap (which we were glad to see was closely reviewed and used as a learning opportunity). We eagerly look forward to the day all our students have equitable access to clean, safe, supportive learning environments. For II-D, Dr. Greer has an understanding of relevant laws, ethics, and policies. We noted her work with the OIEB and student advocacy groups to update Title IX, amongst other efforts. Regarding II-E, the Committee appreciated Dr. Greer's development of a comprehensive budget process that responded thoughtfully to community input and feedback. We were pleased to see the budget reflect Dr. Greer's entry plan and the district's mission, vision, and goals.

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).)

	U	NI	P	E
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. ✓ Focus Indicator (check if yes)	<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. ✓ Focus Indicator (check if yes)	<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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The School Committee is clear that Dr. Greer has improved the district's communications. We see her strengths in building relationships through direct service and communications. We also note that the district has significant room for improvement in ensuring families with low-incomes are included in conversations, and that all schools not only welcome, but enthusiastically invite partnership with families. More specifically, in focus indicator III-A, Dr. Greer's listening tour engaged families in a productive manner. She modeled listening and responding to families throughout the year. The communication referenced in III-C was reflected in the weekly newsletter, video messages, resource fairs, and both in-person and virtual meetings. The district has done a lot of communications work, but it is not always clear to the Committee who is doing that work. We look forward to the advancement of language access as well as broader family involvement throughout the district. For families who have reached out with concerns, we feel Dr. Greer has performed well on focus indicator III-D. She has consistently made herself available and creatively handled issues when needed.



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).)

	U	NI	P	E
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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication Demonstrates strong interpersonal, written, and verbal communication skills. ✓ Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

The Committee saw Superintendent Greer set a tone of high expectations, reflective practice, and continuous learning. She regularly spoke explicitly to the high standards referenced in focus indicator IV-A. She modeled holding all CPS community members to high standards. Her inclusion of staff and students in decision-making processes should help CPS become more culturally proficient, as referenced in IV-B. The Committee's overall consensus is that Dr. Greer demonstrated the communication skills listed in focus indicator IV-C. More broadly, we saw Dr. Greer make data-informed decisions. We urge her (and the ELT) to add feedback from 360 reviews to gain valuable insights. We also would like to know how she is handling conflicts as they arise within the administration.