End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Richard DeCristofaro, Ed.D.	Quincy Public Schools	
Evaluator:	Quincy School Committee (Composite)		11/12/14
	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	☐ Some Progress	☐ Significant Progress	**X** Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	**X** Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	**X** Exceeded

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

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

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

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

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

Low	Moderate	High
☐	X	☐

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 evaluation of Quincy Public Schools Superintendent Dr. Richard DeCristofaro comes at the end of a challenging school year, 2013-2014. Following the retirement of several senior administrators in June 2013, the first challenge was to oversee the re-organization of the Superintendent's Leadership and Principal Teams during the summer of 2013. In addition to being the educational leader of the Quincy Public Schools and its almost 9,500 students and focusing on the goals specified within this document, Superintendent DeCristofaro mentored new leadership and guided them and more veteran administrators through many initiatives and projects during the course of the school year. The new Educator Evaluation System, District-Determined Measures, NEASC and NAEYC, implementation of the new Aspen Student Information System, and the administrative move to the Coddington Building were a few of accomplishments of 2013-2014.

Superintendent DeCristofaro collaborated or directed collaboration with City of Quincy Departments including the Mayor's Office, City Council, Parks, Recreation, Information Technology, Public Buildings, Public Works, Planning & Community Development, Police, Fire; state agencies such as the Department of Elementary and Secondary Education and the Massachusetts School Building Authority; and a host of community business partners and agencies. He engaged with parents and the general public on issues large and small. Dr. DeCristofaro collaborated with the School Committee on 50+ regular and subcommittee meetings and numerous individual meetings and communications in order to share information and ensure that the School Committee's priorities were addressed, especially in terms of the budget development.

As one School Committee member said in their summary comments, Dr. DeCristofaro is a "[t]rue leader for Quincy Public Schools...Teacher, mentor, and inspiration to Quincy Public Schools. Professional and respectful to all. We will not know how good he was until he is gone. Great person and academic leader."

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	During the 2013-2014 school year, the Superintendent will evaluate all Principals using the new Educator Evaluation tool.	☐	☐	☐	**X**	☐
Student Learning						
2	In order to meet the needs of all learners, it is the goal of the Superintendent that achievement at every MCAS tested grade will demonstrate a 2% increase in the average percent correct in ELA, Mathematics, and Science by all tested students and this will have a corresponding increase in the percentage of students who achieve Proficient or higher performance levels on the Spring 2014 MCAS. Working with the Principals, the Superintendent will determine specific areas to focus improvements on, by site, to accelerate and sustain achievement while reducing the performance gap between subgroups and their-grade level peers.	☐	☐	**X**	☐	☐
District Improvement						
3	Involve stakeholders in a District Improvement Plan that includes a diagnosis of the Quincy Public Schools' strengths and areas of improvement in regard to student achievement and organizational performance. All of the Quincy Public Schools teams will follow the Planning, Implementing, and Assessing cyclical process.	☐	☐	☐	☐	**X**
4	During the fall and winter of the 2013-2014 school year, the Superintendent's Leadership and Principal Teams will co-sponsor at least two home-school connections events.	☐	☐	☐	☐	**X**
5	The Superintendent will lead the district in a full implementation of the Common Core State Standards, as outlined in the 2011 Massachusetts Curriculum Frameworks for ELA/Literacy and Mathematics, for 100% of core academic teachersm special educatrs, and teachers of English Language Learners, in the 2013-2014 school year.	☐	☐	☐	**X**	☐

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.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	**X**	☐
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.	☐	☐	☐	**X**

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**   ☐ **Needs Improvement**   **X Proficient**   ☐ **Exemplary**

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

"Strong superintendent for Quincy. Knows the system, schools, and what he has for resources. Excellent job every year."

"The use of data is critical in Quincy; we use what we have well but need to respond quicker to ensure time on task in classrooms. The results are not showing per the tests; there is so much more to learning that the test, but we are asked to review on 2% goal. Teachers and students are working hard. so we may want to implement multi-year plan with check-in to ensure that goals are met or provide us with insight into why not so we can act and implement a plan of recourse."

"I do not feel like the student learning goal was met, yet progress was made."

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.	☐	☐	**X**	☐
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.	☐	☐	☐	**X**
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.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐

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**   ☐ **Needs Improvement**   **X** **Proficient**   ☐ **Exemplary**

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

"Dr. DeCristofaro has prioritized his operation and makes his budget and policy effective for student-centric learning. His efforts on cross-functional teams are enhancing the outcome of the district curriculum. We still need to work on accountability and transparency, as well as efficiencies in some areas."

"Great operations management of 9000+ students, 19 locations. Professionalism, respect, and follows up. Accurate and clear with fiscal objectives."

"Professional practice is exceptional. Promotes and maintains an environment that is conducive to growth and development of district."

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

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**　　　☐ **Proficient**　　　**X Exemplary**

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

"I feel that more needs to be done at the middle school level with regard to parent engagement."

"A hands on approach to management of family and community relations. Goes above and beyond."

"Very involved with all families, all levels. Knows the kids, parents. Very strong skills in community involvement. Leadership is excellent with an open door policy for all."

"In this area, Dr. DeCristofaro goes above and beyond in the areas of engagement, communication, and family concerns by means of his open door policy of interaction with family through all forms of communication via phone and email. I've seen him give out his personal cell phone number at times he can't be reached at work; any emergency matters."

"Outreach has improved, although in press releases or newspapers, his voice is lost. He is not the official voice of our schools, but leaves this up to others to be the voice. This can be disconcerting to the community and reflects on QPS, something that should be considered."

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.	☐	☐	☐	**X**
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.	☐	☐	**X**	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐
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.	☐	☐	**X**	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	☐	**X**	☐

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**   **X Proficient**   ☐ **Exemplary**

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

"Dr. DeCristofaro has very effective communication skills. He has high standards and believes in his staff and fosters teamwork and excellence. As a committee, it would be helpful to see semi-annual teacher input on needs as a system, as well as formal strategic planning sessions and examples. (These currently do happen, we just don't always know or see them. It helps our ability to have input in our system."

"Issues with PTO or parents or any matter were resolved through Ad Hoc meetings in which the Superintendent invited all to attend and through communication resolved all issues. Above and beyond work ethic to all suggestions for higher standards."

"True leader in his profession; an asset to Quincy for over 30 years. Understands the professional culture."