

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Bill Olsen

6/5/19

**Evaluator:** Avery Adam (AA)

**Date**

Megan Eckroth (ME)

Alicia Mallon (AM)

Gloria Miller (GM)

Chris Sanders (CS)

Mingquan Zheng (MZ)

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**Name**

**Signature**

## Progress Toward Goals (Summary)\*

Student Learning Goal #1	<input type="checkbox"/> Did Not Meet	4	Some Progress	2	Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal #2	<input type="checkbox"/> Did Not Meet	6	Some Progress	<input type="checkbox"/>	Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal #3	<input type="checkbox"/> Did Not Meet	3	Some Progress	3	Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Professional Practice Goal #1	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/>	Some Progress	<input type="checkbox"/>	Significant Progress	5	Met 1 Exceeded
Professional Practice Goal #2	<input type="checkbox"/> Did Not Meet	1	Some Progress	2	Significant Progress	1	Met 2 Exceeded
District Improvement Goal #1	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/>	Some Progress	4	Significant Progress	2	Met <input type="checkbox"/> Exceeded
District Improvement Goal #2	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/>	Some Progress	4	Significant Progress	2	Met <input type="checkbox"/> Exceeded

\* The number shown against each rating indicates the number of evaluators choosing that rating.

### Performance on Standards (*Summary*)\*

Indicators		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><b>Unsatisfactory</b> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><b>Needs Improvement/Developing</b> = 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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p><b>Proficient</b> = <b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p> <p><b>Exemplary</b> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>					
	Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	4	2
	Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	4	2
	Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	5	1
	Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	5	1

\* The number shown against each rating indicates the number of evaluators choosing that rating.



## End-of-Cycle Summative Evaluation Report: Superintendent

### Overall Summative Performance (*Based on Step 1 and Step 2 ratings*)

Unsatisfactory

Needs Improvement

5 Proficient

1 Exemplary

Step 4: Rate Impact on Student Learning (Each member provides a rating.)

Low	Moderate	High
1	2	3

## 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 if Impact on Student Learning is rated *high*, *moderate*, or *low*. In ( ) next to the initials of each member are the ratings given for Overall Performance and Impact on Student Learning.

### Comments:

**AA: (P, L)** This has been a very interesting year. We faced fiscal challenges and introduced Safety and Security at a level not seen before. We had a RIF for staff and programs. They were all difficult decisions.

**AM: (P, H)** I find Superintendent Olsen to be a well-informed administrator who is always open to new ideas and points of view. His willingness to adapt is one of the things that makes Westford a district committed to progress. As we enter a year of many changes, informing the public will be key to successful rollout. Additionally, the district should work towards ensuring reasonable consistency and equity across all 10 buildings.

**CS: (P, H)** Westford Public Schools continue to be a source of pride for the community, and that is due in part to the steady leadership of the Superintendent. He aims for excellence in what he does, and that seems to filter down to the administration, staff, and students under him. This was another dynamic year for WPS, with new challenges, anticipated growth, and the occasional curveball. I commend the Superintendent on deftly navigating through it all, and I remain excited to have us continue to work together toward a shared vision of what our schools should look like in the coming years.

**GM: (E, H)** The Superintendent's goals for this year were very ambitious. While budget limitations hampered the full accomplishment of many of these goals, nonetheless significant progress was made. Despite continued success and top ratings, Westford Schools continually strive to self-assess, improve and innovate. This culture starts from the top with the Superintendent and is reinforced by an exemplary leadership team and staff. While challenges lie ahead with residential growth and school funding issues, this team is ready to face them. Congratulations on a successful school year and looking forward to the future!

**ME: (P, M)** While not all of the goals set forth for this year were met, progress was made and Superintendent Olsen continued to put the academic and emotional well-being of our students first. Progress in some areas was hampered by budgetary restrictions, and my hope is that future budgetary cycles and an improvement in state aid will allow Superintendent Olsen to make improvements that would most help our students and continue to move the district in an innovative and student-focused direction.

**MZ: (P, M)** I would like to congratulate superintendent Olsen on another successful school year and going through another very tough budget cycle.



## Superintendent's Performance Goals

Goals should be SMART and include at least one professional practice goal, one student learning goal, and two district improvement goals.

**Comments and analysis are recommended for any rating but are required for each rating which is something other than Met.**

<b>Student Learning Goal #1</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Work with Leadership Team, staff, students, the community and bus contractor to plan for a later school start time for students in grades 6-12</b>	<input type="checkbox"/>	4	2	<input type="checkbox"/>	<input type="checkbox"/>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• A recommendation for revised school start times for 2019/2020 will be presented to the School Committee in January 2019</li> <li>• New school start times will be implemented in the 2019/2020 school year</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> It was clear that due to fiscal limitations this goal would not be met. I appreciate that the focus on this very important topic has not been lost despite the delay in implementation. I hope that the CAC can provide the much needed public education and support.</p> <p><b>AM:</b> I appreciate the formation of the CAC to aid in the implementation. While it was not fiscally possible to meet this goal this year, I hope it will be high on the Superintendent's priorities, as it is a shared goal of the School Committee.</p> <p><b>CS:</b> Like most everyone, I was looking forward to making changes to our middle and high school start times—changes that we believe will work in the best interest of our students' health and academic achievement. It was difficult to see this goal have to be sidelined due to the fiscal constraints that were put on the FY20 budget. Based on the complexity of the issue and on how other districts have approached it, I have felt that any attempt to change start times merited a very thorough and deliberate look at all of the factors involved, and should include as representative a group of stakeholders as possible. I feel that the Start Time Citizen Advisory Committee is a positive step in that direction, and I look forward to being able to bring our students a later start time for the '20-'21 school year.</p> <p><b>GM:</b> The superintendent's strong support for later school start times was evident this year. While implementation for 19/20 was impractical due to budget constraints, hopefully a strong plan will be developed for 20/21 and the Citizen Advisory Committee will be an important part of that effort.</p> <p><b>ME:</b> While I am disappointed that we were not able to accomplish this goal for the 19/20 school year due to budgetary restrictions, I am pleased that Superintendent Olsen recognizes the importance of this shift and look forward to an implementation for the 20/21 school year. Supporting the CAC and noting the intent of change in the new bus contract are important steps in moving this forward.</p> <p><b>MZ:</b> Due to budget constraints, this has been pushed off with understanding that this will become top priority again for next budget cycle. Now with the newly formed CAC and the newly signed bus contract, hope this effort will be realized in the next cycle.</p>					

<b>Student Learning Goal #2</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Explore and recommend an off-site location for additional Westford Academy science classes/labs that will be available for at least three years</b>	<input type="checkbox"/>	6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>An alternative classroom site will be operational for the 2019/2020 school year</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> I appreciate the creative solution to the space limitations at WA. There are several logistical considerations even if a space is identified.</p> <p><b>AM:</b> I agree that we would like to see this goal move forward significantly in the 2019-2020 school year. This would be an excellent opportunity for our students, and I appreciate the work done so far.</p> <p><b>CS:</b> I appreciate the Superintendent's willingness to think outside the box and to try to find ways to bring innovative educational opportunities to our students. Going forward I'd be interested in seeing (a) a projection of space utilization at WA—with grade enrollments on the decline, can some classroom space be reclaimed for lab space?—over the coming five years; and (b) a high-level plan outlining the projected science and technology needs over the coming years. Finding a space before understanding whether and why we need it has felt a little like putting the cart before the horse.</p> <p><b>GM:</b> While several options were explored, limited space for science classes/labs continues to be an issue at WA. To meet the needs of all students, continued exploration of cost-effective options—including possible creative scheduling and/or sharing of current classroom and lab space by multiple sections—should be explored for the future.</p> <p><b>ME:</b> While Superintendent Olsen had the best of intentions for this to come to fruition, progress has been slow. I appreciate the exploratory conversations that have taken place, but I feel the logistics of this (budget and location) are just two pieces of a much larger puzzle. Student demand for science classes can fluctuate, and new class offerings in other areas may also appeal to students. I feel this goal needs further exploration to really determine what offerings will best meet the needs of our diverse student body.</p> <p><b>MZ:</b> This has been ongoing trying to explore offsite location. However, school year 2019-2020 is the only 9th grade class with 450+ students for the next few years, (school year 2020-2021 would have less students given the class size of current 7th grade moving to 8th grade in school year 2019-2020). With the possibility of student population reduction is this still necessary to explore this option to go offsite?</p>					

<b>Student Learning Goal #3</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Explore collaborative program/service opportunities for students between Nashoba Valley Technical High School and Westford Academy</b>	<input type="checkbox"/>	3	3	<input type="checkbox"/>	<input type="checkbox"/>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>A collaborative pilot program will be implemented between Westford Academy and NVTHS for the 2019/2020 school year or earlier</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> I love this initiative. Exposing more students to trades and vocational opportunities is so important. Again logistics will need to be considered. Pleased to see a positive working relationship with NVTHS and WPS.</p> <p><b>AM:</b> Another opportunity for collaboration between WA and Nashoba. I am pleased with the progress that has been made, and look forward to seeing it come to fruition.</p> <p><b>CS:</b> I'm interested to hear more about the project to develop a crosswalk alerting system; that has potential to have a tangible positive impact on pedestrian safety. AND it would be an important first-step in academic "cross-pollination" between the two schools. My only suggestion would be to leave more of the project inception and planning to the students. You mention that <i>"The Planning Teams from both schools will meet prior to the end of the school year to discuss the problem and engage in brainstorming session for a creative solution to address pedestrian safety."</i> I would strongly discourage any more creative work on the project by the adults involved, rather saving that valuable and rewarding work for the students. Furthermore, in future iterations, I would also let the students also be the ones identifying the problem to be solved, rather than handing them the problem.</p> <p><b>GM:</b> Scheduling challenges complicate this effort but the potential for senior internships and the pedestrian safety collaboration could provide exciting opportunities for next year and beyond.</p> <p><b>ME:</b> Again, I appreciate the exploratory conversations that have taken place, but I feel that this goal also needs further exploration to really determine what offerings will best meet the needs of our diverse student body. While as a district we have seen an increase in students choosing Nashoba Tech, I think we have to explore what level of collaboration best suits our students. As it exists now, I believe students are making this very individual choice based on what best suits their learning style and desired career or education path. I would like to see more data on how many students would actually take advantage of this opportunity, if it were offered.</p> <p><b>MZ:</b> Appreciate the ongoing effort between WPS and NVTHS. Hopefully something will become materialized.</p>					

<b>Professional Practice Goal #1</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	Conduct a school calendar survey to determine if Westford Public Schools should continue with the traditional school calendar structure or develop a revised calendar with possible different configurations to vacations, professional development, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	1
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>The results of the calendar survey will be presented to the School Committee, Leadership Team, and Calendar Committee no later than December 2018</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> Survey was very well received by parents. Most seem reluctant to make changes. Happy we have started to address safety concerns (elections) that would be impacted by the calendar. I expect that future calendars will preview by Diversity Committee as well as other key groups in the community, AHEAD of SC approval.</p> <p><b>AM:</b> Though met, I would like to see this goal continued into future projects, including a district wide digital calendar as proposed by the DIT, and an ongoing conversation about the most effective use of PD and vacation time as it relates to safety and transitions in the learning year.</p> <p><b>CS:</b> Over the past couple of years, the Administration has rightfully given attention to the school calendar—looking at things like school vacations, election days, religious holidays, etc. I very much appreciate the efforts made to include the community in looking for ways to improve the calendar and make it better meet the needs of the families and staff of WPS, while recognizing that no calendar is going to be optimal for everyone.</p> <p><b>GM:</b> The calendar is always a challenge and change is hard. However, listening to the community and making adjustments is important; for example, having no students present in the schools on election days for 19/20 is a good example of a needed and positive change. Administration will hopefully remain open to future calendar tweaks to meet the needs of the entire school community.</p> <p><b>ME:</b> I appreciated the opportunity to work with Superintendent Olsen on developing this survey, and was pleased with how many parents and staff responded. Revisiting the calendar is both necessary and difficult, given that change can be hard for families and staff. Superintendent Olsen has done an excellent job responding to feedback from the DIT, the LWV, and the school committee and making adjustments to best serve the safety of our students, while still meeting the academic and professional needs of the district. His efforts to meet the requests of parents, staff, and community members are much appreciated.</p> <p><b>MZ:</b> WPS has done a terrific job in looking into calendar options, and accommodate various late requests. Election day traffic at schools is significantly monitored and controlled.</p>					

<b>Professional Practice Goal #2</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Continue to collaborate with our Leadership Team and staff to introduce programs and/or structural changes that will help reduce student anxiety</b>	<input type="checkbox"/>	1	2	1	2
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• Our Leadership Team will learn and implement discipline strategies based on Dr. Ablon’s research.</li> <li>• Throughout the 2018/2019 school year, our elementary teachers will implement several activities suggested by the Start With Hello program. Principal Kennelly will implement elements of the MindUp program at the Crisafulli School.</li> <li>• A Challenge Success presentation/discussion will be conducted with elementary staff and parents during the school year. This will begin our discussion of the benefits of the Challenge Success program to elementary students and set the course for future professional development.</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> This goal should always be in our sights. We should strive for progress each year. I would love to hear from the teachers and principals on how the implementation is going. Challenge Success continues to be a vital part of this goal.</p> <p><b>AM:</b> Great progress this year with a number of initiatives in multiple schools. Going forward, continuity and idea sharing between buildings would benefit students across the district more evenly.</p> <p><b>CS:</b> I applaud the Superintendent for keeping student mental health at the forefront of the discussion on how to keep improving Westford Public Schools. Our students are growing up in a different world with different pressures and different distractions; and the ways in which we educate and nurture their growth and development has to continue to try to keep up. I’ve been pleased with various initiatives that I’ve seen taking root at the different schools: mindfulness at Crisafulli, improved attention to homework at WA, the KIND campaign at the middle schools, etc. These are reflective of a school system in which educators and administrators are empowered to bring forward new ideas that are in the best interest of the students. That said, I’d like to see the Superintendent be a stronger voice initiating and touting these efforts. Right now, there are still only pockets of awareness and emphasis on student mental health: a mostly self-selecting group of students, parents, and teachers are really leading the way right now. We need to incorporate spirit and practices of Challenge Success at a district-wide level.</p> <p><b>GM:</b> While this goal has a “met” rating, it is of course a vital and ongoing effort. Continued reinforcement of these positive efforts and additional cross-building collaboration will be needed to continue to address student anxiety and enhance wellness across the district.</p> <p><b>ME:</b> The Superintendent has displayed strong efforts to support all of our building leadership and teaching staff in initiating and implementing ideas that will help reduce student anxiety. While the work of the Challenge Success team has been instrumental in these efforts, the awareness of their work is not as widespread as I’d like to see. This ongoing effort means looking at changes both large and small, and across every grade level.</p> <p><b>MZ:</b></p>					



<b>District Improvement Goal #1</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Finish the work of the committees studying both elementary grade level configuration and grades K-8 redistricting</b>	<input type="checkbox"/>	<input type="checkbox"/>	4	2	<input type="checkbox"/>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• A report on grade level configuration will be presented to the School Committee in December 2018.</li> <li>• A report on redistricting for the 2020/2021 school year will be presented to the School Committee in May 2019.</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> I want to thank Ms. DuBois for heading up the committee. Even though the recommendation is to remain as we are, I appreciate the time and effort taken to thoroughly review the research and make a recommendation to the administration. As for redistricting, it continues to be a target for next year.</p> <p><b>AM:</b> Looking forward to the final report and the plan to move forward for 2020-2021.</p> <p><b>CS:</b> I appreciate the Superintendent taking on this goal this year—it’s critical to revisit how we are dividing up our students and utilizing our buildings from time to time. And with an influx of new housing projects, this may need to be revisited sooner than normally expected. I assess this goal as “Significant Progress” because we have yet to see the full reports.</p> <p><b>GM:</b> The thought and effort that has gone into the grade level configuration and redistricting process is evident. While this rating is currently “significant” progress, I look forward to this goal being fully met at our upcoming June 10th meeting.</p> <p><b>ME:</b> Having had the opportunity to sit in on some of the meetings of the grade level restructuring committee, I feel that the work was thorough and thoughtful. The pending K-8 redistricting is a significant change, and poses challenges in both decision-making and leadership. I look forward to an update on our progress as we move to meet this goal.</p> <p><b>MZ:</b> Significant progress looking into grade level configuration, and as part of redistricting plan. I am looking forward to hearing more, and looking forward to seeing this to be presented to parents at the appropriate time.</p>					

<b>District Improvement Goal #2</b>		<b>Did Not Meet</b>	<b>Some Progress</b>	<b>Significant Progress</b>	<b>Met</b>	<b>Exceeded</b>
<b>Goal</b>	<b>Enhance school security for students and staff</b>	<input type="checkbox"/>	<input type="checkbox"/>	4	2	<input type="checkbox"/>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>• A security audit of all buildings will be conducted over the upcoming year.</li> <li>• A card swipe entry system will be budgeted in the Capital Plan and funded at Town Meeting.</li> <li>• An additional School Resource Officer will be budgeted and funded at Town Meeting.</li> </ul>					
<b>Comments</b>	<p><b>AA:</b> This must be an ongoing effort. The Task Force work is paramount in our plan. The SRO will be considered within the plan but should not be the sole focus of our efforts. The Guidepost report gives us a roadmap to help us plan the coming years.</p> <p><b>AM:</b> Significant progress has been made in the research phase. Now we need to create a concrete plan for moving forward. I appreciate the work done by the task force, and look forward to working with both forthcoming reports.</p> <p><b>CS:</b> The students, families, and staff of WPS can be assured that the Superintendent takes school security very seriously. Over the years, he has been proactive in working with the school administrators, the town, and the Westford PD on making our schools as safe as possible, without negatively impacting students' sense of well-being and community. We know that in many cases, mechanisms and policies that aim to increase safety can actually decrease students' sense of security and impede their ability to learn. I encourage the Superintendent to continue to keep that balance in mind, as I believe he has over the years. Next year will likely be a critical one for school safety in WPS, as we look to implement recommendations from the safety task force. (Note: I rated this goal of being "Met", even though the goal of funding an additional SRO was not met. I feel that the Superintendent's diligence in working with the safety task force—and the recommendations that will come out of the task force—should supercede his beginning-of-year goal to add an SRO. Furthermore, given the current budget constraints, adding an SRO should only be considered when it can be shown to have a net-positive impact on the well-being of our students and staff.)</p> <p><b>GM:</b> The efforts of the superintendent and safety task force indicate significant progress on this goal. Continued collaboration between town and school is ongoing, but prioritization and budget challenges will need to be addressed. I am confident that our schools are safe and continued efforts will make them even safer on behalf of all students and staff.</p> <p><b>ME:</b> Significant process with the GuidePost study and a security audit of all buildings is certainly moving in the right direction. I look forward to Superintendent Olsen's leadership in advocating for the security changes that will have the greatest impact across the district, and that will enhance both the physical and emotional safety of our students.</p> <p><b>MZ:</b> WPS is working closely with other departments in town, and as part of town wide school safety task force, worked with GuidePost on RFP and identify improvements.</p>					

# Superintendent's Performance Rating for Standard I: Instructional Leadership



*Comments and analysis are recommended for any rating but are required for any rating which is not Proficient. The number shown against each rating indicates the number of evaluators choosing that rating.*

	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 measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	2	4
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"/>	5	1
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"/>	5	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.	<input type="checkbox"/>	<input type="checkbox"/>	3	3

<b>Overall Rating for Standard I</b> <i>(Check one.)</i>	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

4 Proficient

2 Exemplary

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

**AA:** We have a fabulous team of administrators. This has been a very stable ‘leadership’ year.

**AB:**

**AM:** This has always been a strength of the Superintendent. Informed decision-making and evaluation practices are essential to maintaining the high standards Westford is known for. The district must ensure that these are consistently applied across the district and there is sufficient follow up and support.

**CS:** Under the Superintendent’s leadership, the district continues to provide quality instruction for each individual student. I especially appreciate the administration’s focus on special education and the burgeoning Diversity and Inclusion thrusts.

**GM:** Academic excellence is a hallmark of Westford schools and continued innovations in PBL and differentiated learning make the district even stronger. Along with changes to the homework policy, a next step would be to review and evaluate the various ways that student progress is assessed and fostered across all grade levels. Westford should continue to look beyond MCAS and think creatively about how to assess student success beyond traditional testing methods and grades.

**ME:** The Superintendent excels overall in the area of instructional leadership. Supporting varied instruction has led to district advances in PBL, Guided Math, and hands-on learning. In these ways, I feel Westford is doing a great job supporting authentic learning. I hope to see that authenticity extend to methods of assessment and evaluation to ensure we are effectively measuring progress and learning in all of our students.

**MZ:** WPS has been able to provide needs for students of various capabilities; would like to see more to make sure every student will be able to excel in the best potential.

**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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Comments and analysis are recommended for any rating but are required for any rating which is not Proficient. The number shown against each rating indicates the number of evaluators choosing that rating.</i></p> <p><b>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.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	4	2

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"/>	1	4	1
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"/>	4	2
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"/>	2	4
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"/>	5	1

<b>Overall Rating for Standard II</b> <i>(Check one.)</i>	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

4 Proficient

2 Exemplary

<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p><b>AA:</b> I understand that proper evaluations are required to keep the best staff in the classrooms. Leadership must be held to high standards and difficult decisions must be made.</p> <p><b>AM:</b> Again, the Superintendent's knowledge of policies and best practices and experience are excellent. As we go forward, we hope to have an event or presentation that explains the district's budgetary process to the public.</p> <p><b>CS:</b> In giving the Superintendent an Exemplary rating for Management and Operations, I am recognizing that Westford Public Schools run extremely efficiently and safely for all of their students and staff—and that it starts with Bill's leadership. He has taken great care this year to keep up the high bar that has already been set, and in the face of fiscal challenges, has shown himself to be the thoughtful, ethical, and steady leader that any school district would be happy to have.</p> <p><b>GM:</b> Exemplary across the board. Despite significant budget limitations, the process for making necessary but extraordinarily difficult decisions was thoughtful, thorough and professional.</p> <p><b>ME:</b> Superintendent Olsen's years of experience are an asset to his calm and steady style of management. These qualities helped us through a very difficult budget cycle, and the decisions made, though challenging, were handled thoughtfully professionally. Given the forecast for another challenging budget year ahead, I'd like to see early and frequent discussions budget status, necessary expenditures, and possible efficiencies to avoid unwanted reductions.</p> <p><b>MZ:</b> With another tough budget cycle, would like to see areas to identify best use for zero based planning vs level funding planning. Maybe need a combination of both based on schools or functional areas.</p>
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**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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Comments and analysis are recommended for any rating but are required for any rating which is not Proficient. The number shown against each rating indicates the number of evaluators choosing that rating.</i></p>				
<p><b>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.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	5	1
<p><b>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	4	2
<p><b>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</b></p>	<input type="checkbox"/>	1	2	3
<p><b>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	5	1

<p><b><i>Overall Rating for Standard III (Check one.)</i></b></p>	<p>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.</p>
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Unsatisfactory

Needs Improvement

**5 Proficient**

**1 Exemplary**

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

**AA:** There will never be enough communication. Calls and emails serve to calm fears and answer questions. Without clear and prompt communication, assumptions can be made.

**AM:** There has been a marked increase in the district's cultural and inclusive initiatives in the last two years. The ongoing work of the Diversity and Inclusion Team and the Superintendent's support of the ideas that come from it are vital.

**CS:**

**GM:** Again, exemplary! Strong continued family and community engagement will be of key importance next year with regard to budget issues, redistricting, start time adjustment, and school safety.

**ME:** Communication is crucial to the success of WPS. I would like to see a continued focus on more consistency of communication, both in form and frequency, across the district.

**MZ:**

**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



*Comments and analysis are recommended for any rating but are required for any rating which is not Proficient. The number shown against each rating indicates the number of evaluators choosing that rating.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> 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"/>	3	3
<b>IV-B. Cultural Proficiency:</b> 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"/>	2	2	2
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	1	3	2
<b>IV-D. Continuous Learning:</b> 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"/>	5	1
<b>IV-E. Shared Vision:</b> 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"/>	4	2
<b>IV-F. Managing Conflict:</b> 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"/>	5	1

<b>Overall Rating for Standard IV</b> <i>(Check one.)</i>	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.
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Unsatisfactory

Needs Improvement

5 Proficient

1 Exemplary



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

**AA:** The Diversity Committee was a great first step. I want to see the work continue and reach out further. Something as simple as the calendar needed to be reviewed for diversity/inclusion. Again communication is critical. The SC can be an advocate when given the information.

**AM:** Superintendent Olsen's commitment to high standards and making Westford a district willing to evolve is excellent. While there is always room for improvement, the support and encouragement from the Superintendent are essential.

**CS:** Bill sets the tone when it comes to communication, collaboration, and professionalism in the district, and it's reflected in all of the students and employees in the district.

**GM:** Again, exemplary. In particular, the ongoing efforts of the Diversity and Inclusion Team to enhance cultural proficiency across the district has been outstanding.

**ME:** The Diversity and Inclusion Committee, several reviews of the school calendar, updated homework policies recognizing cultural and religious observances, and events such as Diversity Day at Westford Academy were all steps toward a more culturally proficient school system. That said, I'd like to see more communication to families and staff reinforcing the support of our diverse student body and their families when it comes to these initiatives.

**MZ:**

**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: _____                                       |