MELROSE PUBLIC SCHOOLS

To: Melrose School Committee

From: Jennifer McAndrew, Chair

CC: Amy Lindquist, Assistant City Solicitor for School and Labor
Ken Kelley, Director of Finance and Administrative Affairs

Date: July 22, 2022

RE: Superintendent's Salary Increase for FY23

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As the Committee's annual evaluations of the Superintendent make clear, Members have rated Dr. Kukenberger's performance to be proficient across the DESE standards, and Members commend her leadership during a continually challenging period for the Melrose Public Schools, and for public education generally. According to the DESE guidelines, proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

I propose that we approve, at our July 26, 2022 meeting, a salary adjustment for Superintendent Julie Kukenberger of $4,510 for fiscal year 2023. For the Committee's further information, attached is the salary table considered by the Committee for these purposes in previous years. The Superintendent's current salary is $188,490.00, which is within step 5 on the salary scale. This adjustment would result in a new annualized salary of $193,000.00, which is within step 6.

**Attachment**: City of Melrose, School Executive, Non-union Pay Scale, effective as of 7/1/13

Attachment: MSC_July26-22mtg_MemoChair_SuptSalaryIncrease-FY23 (10046 : Superintendent Salary (5 minutes) vote required)

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Pay Band Report

Effective Date 07/01/2013

Group/BU Code S26X - SCHOOL NON UNION 26 PAY

Pay Band

Grade/Rank NU30

Description NON-UNION 30

Pay Basis A - ANNUAL

Pay Frequency B - BIWEEKLY

Pay Calc Code 32 - ANNUAL SAL - PER SAL & DAILY R

Comments

Steps/Levels | Requirements

| Step/Le | Hourly Rate | Daily Rate | Period Salary | Annual Salary |
|---|---|---|---|---|
| 00 | [illegible] | [illegible] | [illegible] | [illegible] |
| 01 | 84.5128 | 633.8462 | 6,338.46 | 164,800.00 |
| 02 | 87.0482 | 652.8615 | 6,528.62 | 169,744.00 |
| 03 | 89.6595 | 672.4462 | 6,724.46 | 174,836.00 |
| 04 | 92.3492 | 692.6192 | 6,926.19 | 180,081.00 |
| 05 | 95.1200 | 713.4000 | 7,134.00 | 185,484.00 |
| 06 | 97.9733 | 734.8000 | 7,348.00 | 191,048.00 |
| 07 | 100.9128 | 756.8462 | 7,568.46 | 196,780.00 |
| 08 | 103.9400 | 779.5500 | 7,795.50 | 202,683.00 |
| 09 | 107.0585 | 802.9385 | 8,029.38 | 208,764.00 |
| 10 | 110.2703 | 827.0269 | 8,270.27 | 215,027.00 |

1 of 1

Attachment: SALARY-CHART-CITY-MELROSE-Exec (10046 : Superintendent Salary (5 minutes) vote required)

Attachment: Kukenberger_2022_EvalSummary_MelroseSC_final (10045 : Superintendent Evaluation Final Report and Comments (15 minutes)

# 2022 Superintendent Evaluation: Dr. Julie Kukenberger

Executive Summary
Melrose School Committee
July 26, 2022

The following is a summary of the FY2022 performance evaluations of Dr. Julie Kukenberger submitted by individual School Committee Members, which are attached hereto and which include both indicator ratings and specific feedback and comments. The School Committee uses the Department of Elementary and Secondary Education (DESE) model Superintendent evaluation process, forms, and guidelines. Members rated Dr. Kukenberger on the relevant focus indicators and standards aligned to the Superintendent's agreed-upon goals for the 2021-2022 school year and took into account, among other things, the mid-cycle and end-of-cycle presentations and supporting evidence presented to the Committee at public meetings.

## *Overall Performance Rating*

As indicated by the Committee's feedback and evaluations, Members assessed Dr. Kukenberger's performance at a high level this year, noting her leadership under the continued strain of a global pandemic, which continued to demand shifts and adjustments–both logistically and academically–to the Melrose Public Schools. In particular, Members noted the Superintendent's focus on accelerating learning for all students, as well as her commitment to diversity, equity and inclusion, which one Member aptly characterized as "deep and sincere."

Overall, Members rated the Superintendent's performance as Proficient. According to the DESE guidelines, proficient practice is understood to be fully satisfactory: "This is the rigorous expected level of performance." Superintendent Kukenberger received proficient ratings across the standards and, in some cases, exceeded this high standard with exemplary ratings on some standards indicators from individual Members, especially with regard to management and operations and cultural proficiency.

## *Standards of Performance*

### Standard I: Instructional Leadership

*Average rating: Proficient*

One Member summarized the Superintendent's leadership this year as follows: "As we made our way out of the worst parts of the pandemic, she remained laser focused on her goals of supporting educators to accelerate learning, hire a more diverse staff and support social emotional learning across all grade levels." Members noted with praise that Dr. Kukenberger and the leadership team have been focused on the acceleration of learning. This goal has been clearly presented to the Committee, updates have been frequent, resources (both via the operational budget and grants) have been deployed, data collection has been robust and timely throughout the entire school year, and the Committee has received thorough presentations.

Attachment: Kukenberger_2022_EvalSummary_MelroseSC_final (10045 : Superintendent Evaluation Final Report and Comments (15 minutes)

As an example in this Standard, one Member highlighted the District leadership's decision (and process) to move grades K-5 to a highly rated ELA curriculum that includes strong texts and tasks that are intended to build word knowledge. Looking forward, the Committee encourages the Superintendent and her team to build on this practice by continuing to monitor the overall effectiveness of all curricular materials in order to make adjustments or recommendations for the future.

While Members noted, as a strength, the District's "data-informed culture" and highlighted the Superintendent's use of data to inform decisions, others called out a need to continue to speak more directly to how data leads to changes in instructional practice and, therefore, how it impacts student outcomes. Members also are interested in learning more about the effective and timely supervision and evaluation of all staff across the District.

## Standard II: Management and Operations

*Average rating: Proficient*

With regard to Management and Operations, Members commented, in particular, on hiring and staffing. Noting the complex personnel challenges related to the pandemic, including COVID absences and protocols, Members commended Dr. Kukenberger for her "creative and thoughtful" recruitment and staffing strategies. This year was also marked by several high-level leadership changes, and Members highlighted the Superintendent's processes around leadership searches and search committees. One Member explained that Dr. Kukenberger "went above and beyond in this category, leading our district to work on biases in hiring practices, rolling out ways to better look at resumes and have important conversations within all hiring committees," adding that while "we know it is impossible to remove all of our biases, we are striving to become less biased and more inclusive in our hiring processes." One Member applauded the Superintendent's commitment with regard to diversity in hiring, but considered the results incomplete, saying "the work is ongoing, but as of yet, not visibly fruitful." This ongoing work is of continued importance to the Committee.

## Standard III: Family and Community Engagement

*Average rating: Proficient*

Members note the Superintendent's efforts in engaging the school community, and her effective and frequent communication generally. Communication skills were critical (and tested) throughout the 2021-22 school year in light of the frequently shifting COVID protocols, masking requirements, vaccine roll-outs and all the related logistical and academic adjustments. The high-level leadership changes noted above also required adept skills of community engagement and communication. Next steps could include bringing more coordination to communication, as there is some sense of overload, and a more consistent approach to Committee presentations. Specifically, and looking ahead, Members suggestions include: considering a newsletter or communication schedule across the District to streamline information, incorporating more examples of student work and outcomes in data presentations and communications, continuing to include summary memoranda in the School Committee packet explaining data presentations, finding appropriate ways to invite families and the community into schools, and reflecting on how to pace and roll-out changes that impact the wider community.

Attachment: Kukenberger_2022_EvalSummary_MelroseSC_final (10045 : Superintendent Evaluation Final Report and Comments (15 minutes)

## Standard IV: Professional Culture

*Average rating: Proficient*

In this area, Members reflected on the Superintendent's commitment to diversity, equity, inclusion and justice, and relatedly, her dedication to building a culture of support for students and staff, with a focus on social-emotional learning (SEL). One Member characterized Dr. Kukenberger's leadership in the area of cultural proficiency as "exemplary," praising "the environment for teaching, learning, and social-emotional well-being" in the District. Among the highlights noted by the Committee were the Superintendent and leadership team's monthly "equity walks" in school buildings, a commitment to honestly identifying successes and challenges in our DEIJ journey, the successful implementation of CREW, the SEL screening of all students, and the appointment of a Director for SEL. Again here, and looking forward, Members would like to see more connections to student learning outcomes from these changes, as one Member put it: "I would ask the Superintendent, her administration and staff, look for ways to show, tangibly, how student outcomes have changed and how this change relates directly to a change in practice."

Finally, Members expressed gratitude to the Superintendent for her dedication, her steady and calm leadership, her availability to Committee Members for conversations and feedback throughout the year, and her many hours devoted to the students and staff of the Melrose Public Schools.

*Please see attached evaluations, submitted by each Member, for additional details.*

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Jennifer Razi-Thomas | Jennifer Razi-Thomas | 6/28/22 |
| | **Name** | **Signature** | **Date** |

## Step 1: Assess Progress Toward Goals (*Reference performance goals; 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 | X Met | ☐ 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 | ☐ | ☐ | X | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | X | ☐ |
| Standard III: Family and Community Engagement | ☐ | ☐ | X | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | X | ☐ |

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

☐ Unsatisfactory ☐ Needs Improvement x 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. Kukenburger has demonstrated her outstanding work ethic, her dedication to Melrose Public Schools and her understanding of our staffing needs throughout this school year. As we made our way out of the worst parts of the pandemic, she remained laser focused on her goals of supporting educators to accelerate learning, hire a more diverse staff and support social emotional learning across all grade levels.

I have been impressed at her ability to remain calm and committed to caring for students and all staff members amidst many crises this year as the pandemic wore on staff, students and families. Thank you for your service to our students, staff and larger community.

I hope to see a greater emphasis on educator evaluation and feedback next year with data on evaluation completion rates across each school.

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

# Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATIO

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | **Goal #4 - *Student Learning*: Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget development timeline. | ☐ | ☐ | ☐ | X | ☐ |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | **Goal #3 - *Professional Practice*: Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE School Visit Framework, and reflections. | ☐ | ☐ | ☐ | X | ☐ |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | **Goal #1 - *District Improvement*: Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | ☐ | ☐ | ☐ | X | ☐ |

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | **Goal #2 - *District Improvement*: Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | ☐ | ☐ | ☐ | X | ☐ |

| **Standards and Indicators for Effective Administrative Leadership**<br>*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.* | | | |
|---|---|---|---|
| **I. Instructional Leadership** | **II. Management & Operations** | **III. Family & Community Engagement** | **IV. Professional Culture** |
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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-A.** **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>X Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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|---|---|---|---|---|
| **I-D.** **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br>X Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **I-F.** **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>☐ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | ☐ | ☐ | X | ☐ |

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

The Superintendent sets high expectations for herself and for her leadership team. This leads to all of the educators across the district to have high standards of themselves and their students. The presentations this year to the school committee on student assessment displayed that there are achievement gaps that were worsened by the disruption caused by the pandemic especially in special education students and our students of color. Dr. K. forthright and transparent about this and works hard along with her team to address these gaps. The district is committed to work towards equity through personalized learning.

I would like to know more about the effective and timely supervision and evaluation of all staff across the district. I wonder what our rate of completion of evaluations are across each building. This area needs more data and I hope to see more focus in this area next year.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>X Focus Indicator (check if yes) | ☐ | ☐ | X☐ | ☐ |
| **II-B.** **Human Resources Management and Development:** Implements a cohesive approach to recruiting, hiring, induction, | ☐ | ☐ | X | ☐ |

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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|---|---|---|---|---|---|
| | development, and career growth that promotes high-quality and effective practice.<br>X Focus Indicator (check if yes) | | | | |
| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| | **OVERALL Rating for Standard II: Management & Operations**<br>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. | ☐ | ☐ | X | ☐ |

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

**Superindendent K. did an outstanding job working through the everchanging and evolving response to COVID throughout this school year. This year she had to make adjustments to masking requirements, testing protocols, return to school post quarantine for students and staff all the while supporting her educators to provide excellent learning environments to students. She also led the way in offering up the Beebe School to be used temporarily to house the Melrose Public Library while that building undergoes restoration and improvements. This is a huge gift to the wider community of Melrose.**

**---Julie Kukenburger also was ever mindful of her staff's social and emotional needs given the continued stressors of the last two and a half years of the pandemic.**

- **Additionally, Dr. K. was successful in creating, funding and hiring for the district-wide position of Director of Social Emotional Learning! W are fortunate to hire Jessica Patti into this position. Great work, Dr. K!**

**Under indicator II-B.-- Dr. K did an outstanding job of being creative and thoughtful of how to recruit and hire a diverse staff that mirrors our students. She went above and beyond in this category leading our district to work on biases in hiring practices rolling out ways to better look at resumes and have important conversations within all hiring committees on how to decrease our automatic responses around what we think makes a candidate strong. While we know it is impossible to remove all of our biases, we are striving to become less biased and more inclusive in our hiring processes. I personally learned a lot from these new processes.**

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>X Focus Indicator (check if yes) | ☐ | ☐ | X | ☐ |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-D. Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | ☐ | ☐ | X | ☐ |

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

Superintendent Kukenburger consistently works to collaborate with families and all community stakeholders in Melrose. She is often seen at community wide events and is sensitive to include a wide range of stakeholders into hiring committees.

An area of further growth for Dr. K, is in the pacing and rollout of changes that impact the wider community. Two examples of areas that created an enormous amount of controversy and community upset this year was the decision to end the traditions of Halloween at the Horace Mann School and getting rid of the Red Raider as our Melrose High School mascot. I believe that thinking about the pacing and roll out of changes that effect the entire community and being very strategic about how to go about these changes will lead to an improvement of community relations in the future.

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>X Focus Indicator (check if yes) | ☐ | ☐ | X | ☐ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>X Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | ☐ | ☐ | X | ☐ |

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

Dr. Kukenburger leads by example. She is eager to continue to close the achievement gap within Melrose Public Schools and was mindful this year of accelerating learning as we returned to a full year of in person learning after two years of interrupted learning due to the pandemic. She encourages her leadership team to continuously improve and build school cultures and practices that improve learning for all. She also tremendously respectful of educators and is always putting them in front of the school committee to show off their excellence. Even before she was hired in Melrose, she identified to the committee that there was a growing shortage of educators in the training pipeline and has been very crafty about continuously filling gaps in employment throughout the pandemic. She was also mindful this year about taking care of staff's mental and physical health given the high level of stress that our learning community was experiencing over many years.

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

Dr. K's commitment to DEI work is deep and sincere. She, along with her leadership team are constantly working to build a community of learners and educators that are respectful and embracing of difference. The district is leading the way in this area by marrying personalized learning and equity together. She did an excellent job this year working to build a more diverse workforce and began rolling out ways to decrease bias in the recruitment and hiring process. While I served on three different hiring committees this year, I witnessed this emerging, new practice. While the roll out of this was still uneven, the protocols and procedures put in place were a terrific step in a more inclusive, less biased direction.

Attachment: JenRazi-Thomas-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Margaret E. R. Driscoll | *Margaret E. R. Driscoll* | 6/28/22 |
| | **Name** | **Signature** | **Date** |

## Step 1: Assess Progress Toward Goals (*Reference performance goals; 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 | X Met | ☐ 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 | ☐ | ☐ | x | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | x | ☐ |
| Standard III: Family and Community Engagement | ☐ | ☐ | x | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | x | ☐ |

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

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

☐ Unsatisfactory ☐ Needs Improvement x 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:**

Supt. Kukenberger has ably led the district through a period of great challenge, and while this document allows the Committee to meet our evaluation commitment to the Commonwealth and the community, I don't believe it supports and encourages improvement in as comprehensive manner as possible. The Supt. and I have shared successes and challenges in our weekly phone calls and occasional in-person meetings. The regularity of these exchanges allows us to problem-solve in timely ways that can be supported by the Finance and Facilities Subcommittee and in general Committee terms that can be shared with the Chair for consideration, which I believe is more effective in improving practice and ultimately student outcomes.

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

# Superintendent's Performance Goals

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | **Goal #4 - *Student Learning*: Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget development timeline. | ☐ | ☐ | ☐ | X | ☐ |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | **Goal #3 - *Professional Practice*: Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE School Visit Framework, and reflections. | ☐ | ☐ | ☐ | X | ☐ |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | **Goal #1 - *District Improvement*: Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | ☐ | ☐ | ☐ | X | ☐ |

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

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|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | **Goal #2 - *District Improvement*: Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | ☐ | ☐ | ☐ | X | ☐ |

**Standards and Indicators for Effective Administrative Leadership**

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
|---|---|---|---|
| I-A. Curriculum | II-A. Environment | III-A. Engagement | IV-A. Commitment to High Standards |
| I-B. Instruction | II-B. HR Management and Development | III-B. Sharing Responsibility | IV-B. Cultural Proficiency |
| I-C. Assessment | II-C. Scheduling & Management Information Systems | III-C. Communication | IV-C. Communication |
| I-D. Evaluation | II-D. Law, Ethics and Policies | III-D. Family Concerns | IV-D. Continuous Learning |
| I-E. Data-Informed Decision making | II-E. Fiscal Systems | | IV-E. Shared Vision |
| I-F. Student Learning | | | IV-F. Managing Conflict |

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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-A.** **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

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|---|---|---|---|---|
| **I-D.** **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **I-F.** **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>☐ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | ☐ | ☐ | ☐ | ☐ |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | |

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

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>☐ Focus Indicator (check if yes) | ☐ | X | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **II-D.** **Law, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, | ☐ | ☐ | ☐ | ☐ |

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| collective bargaining agreements, and ethical guidelines.<br>☐ Focus Indicator (check if yes) | | | | |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard II: Management & Operations**<br>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*):**

As we shift from pandemic mode to a more normalized environment, II-A is of particular challenge and the Supt. has done good work in this area. Given the upcoming school year's new leadership team configuration, there will be greater opportunity to align common and consistent practices that have the potential to increase the depth and speed of this critically important work. For that reason, two boxes were flagged as my rating falls in between them.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | X | ☐ |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

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| **III-D. Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | X | ☐ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

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| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

Attachment: Kukenberger Assessment_M. Driscoll (10045 : Superintendent Evaluation Final Report and

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Jen McAndrew | Jennifer M McAndrew | 6/28/22 |
| | **Name** | **Signature** | **Date** |

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

| | | | | | |
|---|---|---|---|---|---|
| Professional Practice Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☐ Exceeded |
| Student Learning Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☐ Exceeded |
| District Improvement Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☒ 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 | ☐ | ☐ | ☒ | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | ☐ | ☒ |
| Standard III: Family and Community Engagement | ☐ | ☐ | ☒ | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | ☒ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

## 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:**

The Superintendent's has met all goals and performed at a high level this year, once again under the lingering cloud of a global pandemic, which continues to demand shifts and adjustments–both logistically and academically–to the Melrose Public Schools.

As Chair, I appreciate the Superintendent's close communication on a weekly–if not daily–basis on matters pertaining to the District and the School Committee, and I have shared feedback with her throughout the year. On the goals outlined in this document, I would offer the following highlights, and also note that my ratings are captured in the sections below and span proficient to exemplary on various indicators:

- With regard to Goal 2/District Improvement: Equitable Pandemic Recovery, the Superintendent and the leadership team have been focused all year on the acceleration of learning. This goal has been clearly presented to the Committee, updates have been frequent, resources (both via the operational budget and grants) have been deployed, and data collection (and communication about that data) has been robust and timely throughout the entire school year. The School Committee has received two in-depth data presentations on this topic already this year. The most important thing to note here is that the Superintendent takes that data, along with what she observes (on frequent building visits) and hears from principals and educators, and uses it to inform decisions and changes, as needed. She is not afraid to reassess and make changes to curriculum, instruction, resource allocations or even staffing, if it means serving kids better–and that speaks directly to her leadership style, and I believe is her greatest strength.

- With regard to Goal 4/Student Social-Emotional Learning and Support and Goal 1/District Improvement: Equity and Inclusion, the District continues to make progress in both areas and, importantly, to benchmark this progress regularly–including via public reports to the Committee (like the Strategy Overview) and other communications to District families, students, staff and other stakeholders. The Superintendent and leadership team's monthly "equity walks" in school buildings, along with a commitment to honestly identifying successes and challenges in our DEIJ work are two highlights. The successful implementation of CREW, the SEL screening of all students, and the appointment of a Director for SEL were also important leadership developments this year.

Looking ahead, I think two areas where we have seen progress this year *and* where there is need for continued strengthening across the District are: continued improvements in communication, and building strong, collaborative and supportive team culture in some buildings, especially as we continue to recover from these last several years of extreme strain and change.

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

# Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATIO

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | **Goal #4 - *Student Learning*: Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget development timeline. | ☐ | ☐ | ☐ | ☒ | ☐ |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | **Goal #3 - *Professional Practice*: Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE School Visit Framework, and reflections. | ☐ | ☐ | ☐ | ☒ | ☐ |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | **Goal #1 - *District Improvement*: Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | ☐ | ☐ | ☐ | ☒ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

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|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | **Goal #2 - *District Improvement*: Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | ☐ | ☐ | ☐ | ☒ | ☒ |

| **Standards and Indicators for Effective Administrative Leadership**<br>*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.* | | | |
|---|---|---|---|
| **I. Instructional Leadership** | **II. Management & Operations** | **III. Family & Community Engagement** | **IV. Professional Culture** |
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

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

Massachusetts Department of Elementary & Secondary Education

| 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-A.** **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

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|---|---|---|---|---|
| **I-D.** **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **I-F.** **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>☐ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | ☐ | ☐ | ☐ | ☐ |
| **Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):** | | | | |

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☒ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☒ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

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|---|---|---|---|---|
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard II: Management & Operations**<br>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*):**

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

| | | | | |
|---|---|---|---|---|
| **III-D. Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☒ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

| | | | | |
|---|---|---|---|---|
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

Attachment: MCANDREW_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent

# End-of-Cycle Summative Evaluation Report: Superintendent

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Ed O'Connell | Edward J. O'Connell | 6/28/22 |
| | **Name** | **Signature** | **Date** |

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

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

| | | | | | |
|---|---|---|---|---|---|
| Professional Practice Goal(s) | Did Not Meet | Some Progress | Significant Progress | **Met** | Exceeded |
| Student Learning Goal(s) | Did Not Meet | Some Progress | Significant Progress | **Met** | Exceeded |
| District Improvement Goal(s) | Did Not Meet | Some Progress | Significant Progress | **Met** | 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 | | | X | |
| Standard II: Management and Operations | | | X | |
| Standard III: Family and Community Engagement | | | X | |
| Standard IV: Professional Culture | | | | X |

**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

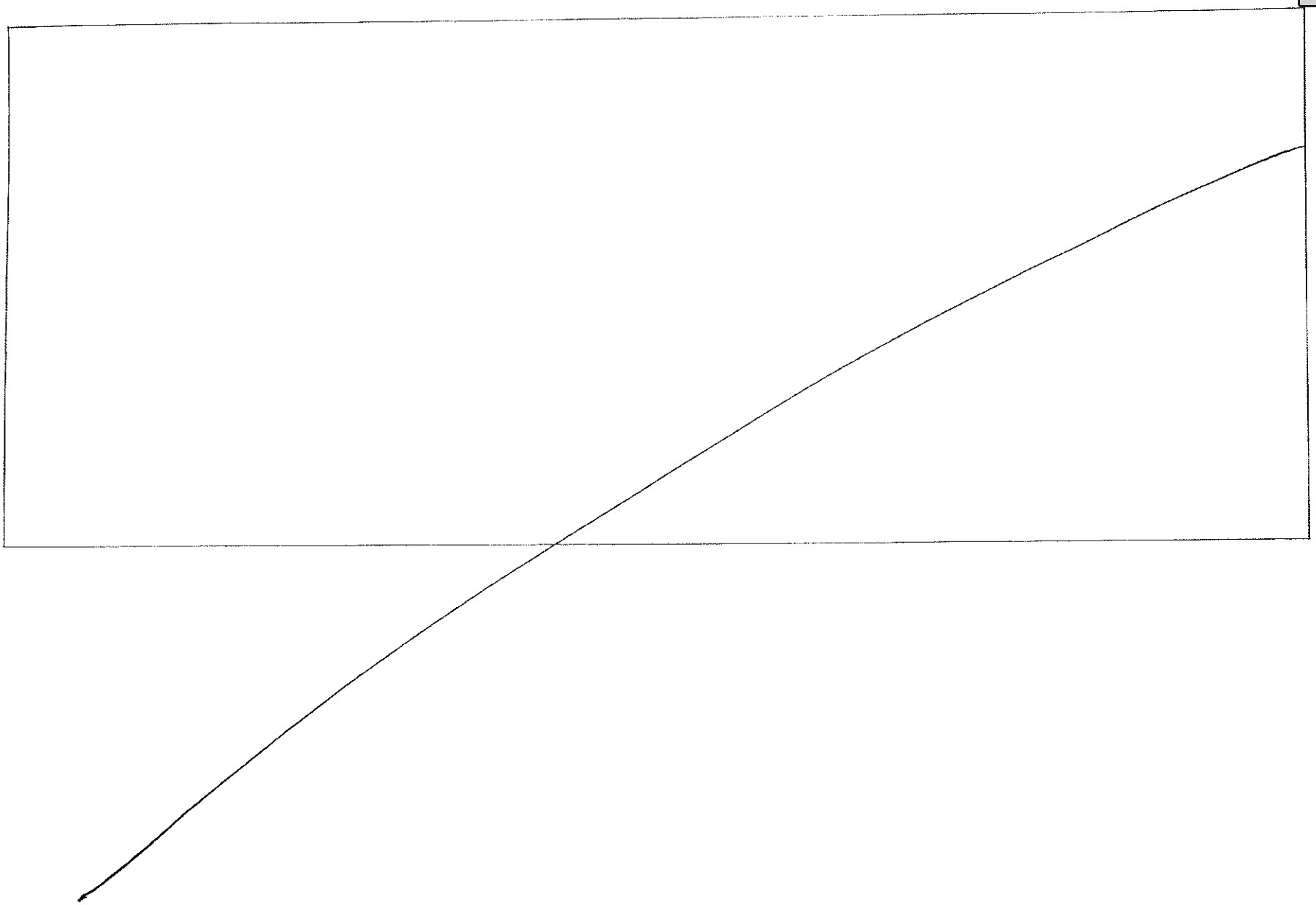
Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.



Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

**The Superintendent's job performance has been fully satisfactory. This is particularly notable given the continuing challenges owing to the pandemic, as well as the public acrimony over certain issues, including but not limited to our pandemic response (testing, masking, instruction, etc.), Halloween, and the school mascot. The Superintendent - and led - through all of these issues and more with professionalism and grace. Not all can say the same. Moreover, in the area of cultural proficiency, particularly with regard to diversity, equity, inclusion, and justice, the Superintendent's leadership and work has been exemplary. As a result, the environment for teaching, learning, and social-emotional well-being in our schools has never been better.**

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final



Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

# Superintendent's Performance Goals

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | Goal #4 - *Student Learning*: **Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget | | | | X | |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | Goal #3 - *Professional Practice*: **Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE | | | | X | |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | Goal #1 - *District Improvement*: **Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | | | | | X |

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

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|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | Goal #2 - *District Improvement*: **Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | | | | X | |

**Standards and Indicators for Effective Administrative Leadership**

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
|---|---|---|---|
| I-A. Curriculum | II-A. Environment | III-A. Engagement | IV-A. Commitment to High Standards |
| I-B. Instruction | II-B. HR Management and Development | III-B. Sharing Responsibility | IV-B. Cultural Proficiency |
| I-C. Assessment | II-C. Scheduling & Management Information Systems | III-C. Communication | IV-C. Communication |
| I-D. Evaluation | II-D. Law, Ethics and Policies | III-D. Family Concerns | IV-D. Continuous Learning |
| I-E. Data-Informed Decision making | II-E. Fiscal Systems | | IV-E. Shared Vision |
| I-F. Student Learning | | | IV-F. Managing Conflict |

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

| 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-A. Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>▫ Focus Indicator (check if yes) | | | | |
| **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.<br>▫ Focus Indicator (check if yes) | | | 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.<br>▫ Focus Indicator (check if yes) | | | | |

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

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|---|---|---|---|---|---|
| **I-D.** **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br>▫ Focus Indicator (check if yes) | | | 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.<br>▫ Focus Indicator (check if yes) | | | | | |
| **I-F.** **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>▫ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | | | X | | |

**The Superintendent's expectations with regard to instruction are consistently and clearly set forth, are appropriately high, and are well-informed by both observation and data.**

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

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>▫ Focus Indicator (check if yes) | | | 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.<br>▫ Focus Indicator (check if yes) | | | 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.<br>▫ Focus Indicator (check if yes) | | | | |

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

| | | | | |
|---|---|---|---|---|
| **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.<br>▫ Focus Indicator (check if yes) | | | | |
| **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.<br>▫ Focus Indicator (check if yes) | | | | |
| **OVERALL Rating for Standard II: Management & Operations**<br>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. | | | X | |

**In the face of another challenging year on the personnel front, and with restricted capacity owing to limited resources (primarily in the form of limited management administrative resources), the Superintendent has provided clear and steady leadership.**

## 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.<br>▫ Focus Indicator (check if yes) | | | | |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>▫ Focus Indicator (check if yes) | | | X | |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>▫ Focus Indicator (check if yes) | | | | |





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| | | | | |
|---|---|---|---|---|
| III-D. **Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.<br>▫ Focus Indicator (check if yes) | | | | |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | | | X | |

**The Superintendent clearly and consistently articulates the view that education is a shared responsibility between and among students, educators, families and caregivers, and community stakeholders.**

## 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.<br>▫ Focus Indicator (check if yes) | | | | |
| 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.<br>▫ Focus Indicator (check if yes) | | | | X |
| IV-C. **Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>▫ Focus Indicator (check if yes) | | | | |

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

| | | | | |
|---|---|---|---|---|
| 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.<br>☐ Focus Indicator (check if yes) | | | 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.<br>☐ Focus Indicator (check if yes) | | | | |
| IV-F. **Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | | | | |

| | | | | |
|---|---|---|---|---|
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | | | | |

**The work of the Superintendent and her leadership team in the area of cultural proficiency has been truly exemplary and should serve as a model for other school districts.**

Attachment: O'Connell end cycle sum eval super JKukenberger (10045 : Superintendent Evaluation Final

Attachment: Supt_2022_eval_ldeselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Lizbeth DeSelm | | 7/01/22 |
| | **Name** | **Signature** | **Date** |

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

| | | | | | |
|---|---|---|---|---|---|
| Professional Practice Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☐ Met | ☐ Exceeded |
| Student Learning Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☐ Met | ☐ Exceeded |
| District Improvement Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☐ Met | ☐ 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 | ☐ | ☐ | ☒ | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | ☐ | ☐ |
| Standard III: Family and Community Engagement | ☐ | ☐ | ☐ | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | ☐ | ☐ |

Attachment: Supt_2022_eval_ldeselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

## 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:**

See Comments below

Attachment: Supt_2022_eval_ldeselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



# Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | **Goal #4 - *Student Learning*: Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget development timeline. | ☐ | ☐ | ☑ | ☐ | ☐ |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | **Goal #3 - *Professional Practice*: Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE School Visit Framework, and reflections. | ☐ | ☐ | ☐ | ☑ | ☐ |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | **Goal #1 - *District Improvement*: Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | ☐ | ☐ | ☑ | ☐ | ☐ |

Attachment: Supt_2022_eval_ldeselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | **Goal #2 - *District Improvement*: Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | ☐ | ☐ | ☐ | ☑ | ☐ |

| **Standards and Indicators for Effective Administrative Leadership**<br>*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.* | | | |
|---|---|---|---|
| **I. Instructional Leadership** | **II. Management & Operations** | **III. Family & Community Engagement** | **IV. Professional Culture** |
| I-A. Curriculum | II-A. Environment | III-A. Engagement | IV-A. Commitment to High Standards |
| I-B. Instruction | II-B. HR Management and Development | III-B. Sharing Responsibility | IV-B. Cultural Proficiency |
| I-C. Assessment | II-C. Scheduling & Management Information Systems | III-C. Communication | IV-C. Communication |
| I-D. Evaluation | II-D. Law, Ethics and Policies | III-D. Family Concerns | IV-D. Continuous Learning |
| I-E. Data-Informed Decision making | II-E. Fiscal Systems | | IV-E. Shared Vision |
| I-F. Student Learning | | | IV-F. Managing Conflict |

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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-A. Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☑ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Supt_2022_eval_Ideselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



| | | | | |
|---|---|---|---|---|
| **I-D** provisions.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **I-F. Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>☐ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Supt_2022_eval_ldeselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



| | U | NI | P | E |
|---|---|---|---|---|
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard II: Management & Operations**<br>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*):**

**The Superintendent has reported many times on how the district is improving the hiring practices, looking to diversify at all levels and in all positions. I applaud the efforts, and have to mark this as incomplete, as the work is ongoing, but as of yet, not visibly fruitful.**

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☑ | ☐ |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Supt_2022_eval_Ideselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)

| | | | | |
|---|---|---|---|---|
| ☐ Focus Indicator (check if yes) | | | | |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

Communication from the Superintendent and her leadership team on a district level has been a work in progress. Initially, all information was shared. Presentations were large, wordy, and exhaustive. Over the course of her tenure, communications from the Superintendent and her team have oscillated, from being expansive akin to drinking water from a fire hose, to modest, and back.

On the whole I applaud the Superintendent for her communication work. Still, I have constructive criticisms:

1. Continue to include in the School Committee packet memorandum explaining the presentation, giving justification for the request if applicable or providing synopsis of the presentation to be reported.
2. Remove the vast majority of words in the presentation. I want my attention to be on the images, graphs and data that is actively being described in the memo and by the presenter. A slide full of text is not good practice, and invites the audience to focus on the slide or the presenter, but not both.
3. Coordinate with your administrative team, including principals and department heads, a newsletter or communication schedule. Overlapping and competing emails can be challenging for parents whose attention is already split.
4. Lastly, when presenting reports or practices, be interactive and prepared to show your work, not merely tell us about it. Specifics, details, data all can be used to great effect to accomplish this.



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

Attachment: Supt_2022_eval_Ideselm (10045 : Superintendent Evaluation Final Report and Comments (15 minutes) vote required)



| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

In regular presentations to the School Committee, the Superintendent's team data discusses educational practices in the classroom, highlighting analysis and resultant work from the data's interpretation. Each time, I ask for specific examples of how the refined, improved or otherwise modified practice has directly impacted student outcomes, to the betterment, and with mixed results. I have no doubt continual review of in-classroom educational practice is occurring, and I am certain there has been benefit to student outcomes, but without examples and data supporting these outcomes, I find it challenging to truly evaluate progress.

In thinking about future evaluations and presentations, I would ask the Superintendent, her administration and staff, look for ways to show, tangibly, how student outcomes have changed and how this change relates directly to a change in practice.

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of Elementary & Secondary Education

| | | | |
|---|---|---|---|
| **Superintendent:** | Julie | Kukenberger | (Melrose) |
| **Evaluator:** | Dorie Withey | Dorie Withey | 6/28/22 |
| | **Name** | **Signature** | **Date** |

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

| | | | | | |
|---|---|---|---|---|---|
| Professional Practice Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☐ Exceeded |
| Student Learning Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☐ Exceeded |
| District Improvement Goal(s) | ☐ Did Not Meet | ☐ Some Progress | ☐ Significant Progress | ☒ Met | ☐ 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 | ☐ | ☐ | ☒ | ☐ |
| Standard II: Management and Operations | ☐ | ☐ | ☒ | ☐ |
| Standard III: Family and Community Engagement | ☐ | ☐ | ☒ | ☐ |
| Standard IV: Professional Culture | ☐ | ☐ | ☒ | ☐ |

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

# End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

## 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. Kukenberger has prioritized equity and inclusion while maintaining focus on accelerating learning. It is clear Dr. Kukenberger and her team are working across the district to analyze data trends through looking at student work, observing instruction, and reviewing survey responses in order to make data-informed decisions. While this has been another challenging year navigating the pandemic, Dr. Kukenberger has kept her goals at the center in order to enhance how the district and schools operate to best serve our students.

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

# Superintendent's Performance Goals

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATIO

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

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|---|---|---|---|---|---|---|
| **Student Learning Goal** | III-B. Sharing Responsibilities & II-A-3 Environment (Social and Emotional Well-being) | **Goal #4 - *Student Learning*: Social Emotional Learning and Support**<br><br>Continue to build a districtwide commitment to developing social-emotional competencies in all students (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) as measured by student and staff feedback and other data sources. These data will be used to make adjustments regarding resource allocation and prioritization during the FY23 budget development timeline. | ☐ | ☐ | ☐ | ☒ | ☐ |
| **Professional Practice Goal** | I-D-3. Observations and Feedback & IV-B. Cultural Proficiency | **Goal #3 - *Professional Practice*: Educator Evaluation and Feedback**<br><br>By completing monthly two-hour-long check-in and school visits with building principals, I will provide Administrative team members with timely and constructive oral and written feedback regarding implementation of district and school improvement efforts as measured by one-on-one conversations, shared observations, the MA DESE School Visit Framework, and reflections. | ☐ | ☐ | ☐ | ☒ | ☐ |
| **District Improvement Goal 1** | IV-B. Cultural Proficiency & II-B. Human Resources and Development | **Goal #1 - *District Improvement*: Equity and Inclusion**<br><br>By June 2022, continue to build internal capacity to weave culturally responsive practices and an equity lens throughout the District's pedagogy, policies, structures, and systems resulting in clear evidence of progress toward our MPS Strategy Overview including the formation of a Teacher Diversification Professional Learning Community (TDPLC) designed to examine existing hiring practices, implement practices of anti-bias in hiring, and expand recruitment. | ☐ | ☐ | ☐ | ☒ | ☐ |

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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|---|---|---|---|---|---|---|---|
| **District Improvement Goal 2** | I-B. Instruction<br>&<br>IV-D. Continuous Learning of Administrator | **Goal #2 - *District Improvement*: Equitable Pandemic Recovery**<br><br>By completing three equity walks per building and coming together for monthly leadership team meetings to discuss data and evidence related to culturally responsive instruction, and implementation of the MA DESE Acceleration Roadmap, members of our team will continue to deepen equitable teaching practices to provide more affirming space for our students, particularly our Black, Indigenous and Students of Color, through high-quality, strong, grade-appropriate instruction. MPS district leaders will routinely assess the impact of evidence-based instructional practices and Tier I interventions as measured improvement in student learning outcomes, targeted program reviews, responses to monthly one-on-one discussions with principals, and equity walk reports. | ☐ | ☐ | ☐ | ☒ | ☐ |

**Standards and Indicators for Effective Administrative Leadership**

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
|---|---|---|---|
| I-A. Curriculum | II-A. Environment | III-A. Engagement | IV-A. Commitment to High Standards |
| I-B. Instruction | II-B. HR Management and Development | III-B. Sharing Responsibility | IV-B. Cultural Proficiency |
| I-C. Assessment | II-C. Scheduling & Management Information Systems | III-C. Communication | IV-C. Communication |
| I-D. Evaluation | II-D. Law, Ethics and Policies | III-D. Family Concerns | IV-D. Continuous Learning |
| I-E. Data-Informed Decision making | II-E. Fiscal Systems | | IV-E. Shared Vision |
| I-F. Student Learning | | | IV-F. Managing Conflict |

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

Massachusetts Department of Elementary & Secondary Education

| 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-A.** **Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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|---|---|---|---|---|---|
| **I-D.** | **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **I-F.** | **Student Learning:** Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br>☐ Focus Indicator (check if yes) | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. | | | |
| **OVERALL Rating for Standard I: Instructional Leadership**<br>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. | | ☐ | ☐ | ☒ | ☐ |

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

**Instruction & Evaluation:**

Dr. Kukenberger began the 2021-2022 school year with a focus on accelerating student learning. Dr. Kukenberger's academic team leveraged data to determine how to best support students for success with grade-level content. In addition to leveraging student-level data, the leadership team consistently set aside time to observe instruction and calibrate on district-wide trends using the Personalized Learning "Look Fors;" Culturally-Responsive Walkthrough Tool; and the DESE School Visit Framework to craft key next steps alongside building-based administrators in order to improve instruction.

In addition to prioritizing time to analyze data, observe instruction, and calibrate on next steps, Dr. Kukenberger's academic team acknowledged that the current K-5 elementary literacy curriculum, *Reading Street*, is no longer aligned to the high-expectations held within the current MA curriculum frameworks. This led to the Assistant Superintendent of Curriculum and Instruction recommending that Melrose Public Schools adopt a new K-5 literacy curriculum, *myView*. According to both EdReports and CURATE (from the MA DOE Center for Instructional Support), *myView* is a highly rated curriculum that includes strong texts and tasks that are intended to build world and word knowledge.

As mentioned above, it is clear Melrose Public Schools has established a data-informed culture. As we move into the 2022-2023 school year, I hope Dr. Kukenberger and her team will continue to monitor the overall effectiveness of the curricular materials across the district in order to make adjustments or recommendations for the future. I would also strongly encourage Dr. Kukenberger's team to set implementation goals for newly adopted K-5 literacy curriculum. Embedded within those goals, I hope to see the district consistently collecting and evaluating data from administrators, teachers, and students to understand how the execution of the new literacy materials are taking shape.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard II: Management & Operations**<br>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*):**

**Environment:**

Dr. Kukenberger developed and executed effective plans and procedures related to safety, health, and social needs. As we collectively navigated another pandemic year, Dr. Kukenberger continued to keep the health and safety of students top-of-mind. For example, she ensured pooled testing was available to families who opted in and worked alongside the Melrose Health Director to craft recommendations and guidance. Her team also created a COVID-19 interactive dashboard to provide families with up-to-date information with regards to positive case counts at the individual school level.

While I believe Melrose Public Schools had strong COVID-19 plans and procedures in place, proactive communication regarding the pandemic slowed toward the end of the year. For example, when our community was listed as "high risk" by the CDC, some Melrose stakeholders reached out formally and informally urging the district to share updates and potential recommendations. While the district ultimately provided guidance, for some it felt delayed. As we move forward, I would push the district to communicate early and often to key stakeholders.

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

In addition to the plans and procedures related to safety and health, Dr. Kukenberger has also prioritized social needs. As she shared in her artifact submission, she successfully recruited and hired a Director of Social Emotional Learning and expanded the implementation of an SEL screener. She has also consistently acknowledged and provided families with resources when tragic events have occurred within our country or community.

**Human Resources Management and Development:**

When working to recruit and hire new staff, Dr. Kukenberger and her team hosted two fairs and prioritized training those making hiring decisions on implicit bias. When working to develop staff, Dr. Kukenberger has blocked time to meet with principals monthly to provide feedback with regards to the implementation of district and school improvement efforts. She has also offered culturally responsive professional development opportunities.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **III-D. Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard III: Family & Community Engagement**<br>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. | ☐ | ☐ | ☒ | ☐ |

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

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

**Sharing Responsibility:**

Dr. Kukenberger and members of her leadership team, specifically the Assistant Superintendent of Curriculum and Instruction, sent out newsletters to families as a way to communicate what was happening across the district. Dr. Kukenberger's leadership team also shared information on how to support student learning throughout the summer months. Finally, principals also sent out newsletters highlighting what specifically was happening at an individual campus.

While I believe there are systems in place to communicate with key stakeholders, I would push the district to expand its outreach and communication. There have been instances throughout the year where community members, particularly families of students receiving special education services, have not received timely communication. For example, for students who are placed out-of-district, families have reported that they were unaware of MPS events/key dates and because of the lack of communication were ultimately excluded. As we move into the 2022-2023 school year, I hope the district leadership team is able to think more expansively with regards to outreach and communication to ensure each and every stakeholder is included.

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

| 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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☒ | ☐ |

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation

| | | | | |
|---|---|---|---|---|
| **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.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br>☐ Focus Indicator (check if yes) | ☐ | ☐ | ☐ | ☐ |
| **OVERALL Rating for Standard IV: Professional Culture**<br>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. | ☐ | ☐ | ☐ | ☐ |

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

**Cultural Proficiency:**

It is clear equity and inclusion has been a priority across the district this academic year. Dr. Kukenberger and her team have created DEI goals, attended and developed professional learning opportunities, and critically examined curricular materials in order to incorporate more diverse perspectives while teaching content. This work is not easy, as it calls for educators to reflect and often sit with discomfort. I am appreciative of the work we have begun, and I look forward to seeing where we will continue to go.

**Continuous Learning:**

It is clear Dr. Kukenberger uses data to inform her decision-making and that the district and school-based leaders are also leveraging data to identify strengths and areas for growth. For example, during a most recent School Committee meeting, the Assistant Superintendent for Curriculum and Instruction discussed the recent data analysis meetings that were happening at elementary campuses.

As mentioned earlier, I hope Dr. Kukenberger and her team will continue to monitor the overall effectiveness of our academic programming through looking at student data and examining the instructional practices exhibited in classrooms against the most current research.

Attachment: Withey_endcycle-sumeval-super_JKukenberger_2022 (10045 : Superintendent Evaluation