

WACHUSETT REGIONAL SCHOOL DISTRICT

HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Minutes

Special Meeting #320

Monday, September 23, 2019  
7:00 PM

Media Center  
Wachusett Regional High School  
1401 Main Street, Holden

*Wachusett Regional School District Committee*

Kenneth Mills, Chair	Matthew Lavoie
Christina Smith, Vice-chair	Linda Long-Bellil
Scott Brown	Amy Michalowski
Michael Dennis	Benjamin Mitchel
Stephen Godbout	Asima Silva
Maleah Gustafson	Linda Woodland
Sherri Haber	Megan Weeks
Laura Kirshenbaum	Adam Young

*Committee Members Absent:*

Melisa Ayala	Sarah LaMountain
Anthony DiFonso	Karl Ottmar
Robert Imber	

*Committee Members Participating Remotely:*

None

*Administration Present:*

Darryll McCall, Superintendent of Schools  
Robert Berlo, Deputy Superintendent  
Daniel Deedy, Director of Business and Finance  
Jeff Carlson, Director of Human Resources  
Christine Smith, Administrator of Special Education

*Student Representatives Present:*

None

*Others present, who desired to be recorded as present* (see attached Attendance Sheet – attachment 1).

I. Call to Order

Chair Mills called the meeting to order at 7:01 PM. He announced the meeting was being broadcast live on HCTV Channel 194, but is not streaming.

II. Contract Discussion (Darryll McCall, Superintendent of Schools)

Chair Mills opened the meeting explaining the purpose of the special meeting, and read aloud Article One – Employment, 1-1 of the current contract with Superintendent of Schools Darryll McCall. Chair Mills took the opportunity to explain topics appropriate for executive session. Members were provided, both electronically in advance of the meeting, as well as hard copies at this meeting, with the Superintendent's current contract, Superintendent McCall's last three evaluation narratives, plus a Hanover Research document titled *Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input* (attachments 2, 3, 4, 5, 6). Chair Mills continued to explain how he envisions the meeting proceeding, noting an executive session is on the meeting agenda in the event the Chair deems an executive session appropriate.

Motion: To actively let the November 1, 2019 date pass and to enter contract negotiations with Darryll McCall, for a successor contract starting July 1, 2020.

(A. Young)

(S. Brown)

Chair Mills opened the floor to discussions of the motion on the floor.

Member Long-Bellil voiced support of the motion on the floor.

Member Brown voiced support of the motion on the floor, listing positive actions that have taken place in the last several years under Superintendent McCall's leadership.

Member Weeks voiced her opinion about the importance of consistency in the leadership of the District, and she is in support of the motion on the floor.

Member Gustafson, a member of the Business/Finance Subcommittee, voiced some concerns she has which makes her hesitant about supporting the motion on the floor.

Chair Mills, with Member Young in agreement, restated the motion on the floor. More discussion about the intent of the motion ensued.

Member Lavoie proposed an amendment to the motion to possibly read "The School Committee would agree to enter negotiations, with Article One – Employment, 1-1 of the current contract with Superintendent of Schools Darryll McCall being struck from the contract," voicing his concern that when November 1, 2020 approaches would a contract agreement with Superintendent Darryll McCall extend automatically. Discussion began, with members adding comments that the current contract with Superintendent McCall could only be in effect only until June 30, 2021 regardless of the Committee's action to

negotiate at this time. The current contract language, with extension, is limited to a June 30, 2021 expiration date.

Member Young spoke to clarify the intent of his motion which is to let the November 1, 2019 date pass, which will then automatically trigger the contract with Superintendent McCall to extend to June 30, 2021. Based on past experience, contract negotiations with the Superintendent of Schools could take approximately six to eight months to finalize, and if the School Committee does not provide Superintendent McCall with the contract extension to June 30, 2021 and if contract negotiations with Superintendent McCall failed after six to eight months from this approximate date, that would leave the School Committee with little time (i.e. two months) to search for a new Superintendent of Schools effective July 1, 2020, with Superintendent McCall's current contract expiring June 30, 2020. Member Young further explained the intent of his motion is to provide the Committee and the Superintendent with sufficient time to negotiate a successor contract and if those contract negotiations are not successful, the Committee would have the additional year (July 1, 2020 – June 30, 2021) to conduct a full search for the next Superintendent of Schools.

Member Michalowski voiced her concerns about the District's and the Superintendent's educational vision.

Chair Mills again restated the main motion on the floor, to explain process.

Member Long-Bellil again stated her support of the motion on the floor, speaking about the implementation of tuition-free, full-day kindergarten and the early literacy program at the elementary level.

At Member Kirshenbaum's inquiry, Chair Mills explained the process should the Committee inform Superintendent McCall, by November 1, 2019, that the current contract would not be extended an additional year, to June 30, 2021; but Chair Mills further explained that contract negotiations with Superintendent McCall could in fact get underway, for a new contract to begin July 1, 2020, if that is the wish of the Committee.

Member Young spoke about Central Office staffing and the importance of consistency in the leadership of the District.

Member Lavoie recused himself from this portion of the conversation.

Chair Mills and Vice-chair Smith reminded members to limit discussions at this time to the motion on the floor, and to not speak about personnel matters and/or negotiation strategies.

Member Mitchel's opinion is that if a letter is sent to Superintendent McCall by November 1, 2019, that is in fact informing Superintendent McCall his employment as Superintendent of Schools would terminate June 30, 2020, unless the School Committee and Superintendent McCall successfully negotiate another contract, to begin July 1, 2020.

Member Haber, as a new member, asked past timelines for contract negotiations.

Vice-chair Smith voiced her support of entering negotiations with Superintendent McCall.

Member Brown spoke in favor of the motion on the floor.

Member Dennis made a motion to amend the motion on the floor

Motion: The School Committee enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Member Dennis confirmed that his motion strikes *To actively let the November 1, 2019 date pass and* from the main motion on the floor. Member Dennis offered to speak to the amendment and to explain his rationale.

Chair Mills informed the full Committee that, should the amendment be passed, he will, as Chair, need clarity about the direction of the School Committee.

Discussion ensued, with several members participating in the discussion. At Member Brown's inquiry, Chair Mills informed the Committee that two motions cannot be on the floor at the same time.

Discussion continued.

Motion: To move the question.

(M. Weeks)

(S. Brown)

Chair Mills explained the motion to move the question requires a two-thirds vote in support, and the motion to move the question is not debatable. Two-thirds of the sixteen at the table (11 in favor) is required to pass the motion to move the question.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young



*Opposed:*

None

*Abstained:*

Kenneth Mills

Linda Long-Bellil

The motion passed 14-0-2.

Chair Mills explained the next vote will be on the motion to amend Member Young's main motion.

Motion: To amend the main motion on the floor to read *The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.*

(M. Dennis)

(B. Mitchel)

Chair Mills explained a simple majority is required to pass.

Vote on motion to amend the main motion:

*In favor:*

Christina Smith

Scott Brown

Michael Dennis

Stephen Godbout

Maleah Gustafson

Sherrie Haber

Laura Kirshenbaum

Matthew Lavoie

Linda Long-Bellil

Amy Michalowski

Benjamin Mitchel

Asima Silva

Megan Weeks

Linda Woodland

Adam Young

*Opposed:*

Kenneth Mills

The motion passed 15-1.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Chair Mills opened the floor to discuss the new motion on the floor.

Member Long-Bellil asked if there is the option to amend the motion on floor, which Chair Mills explained would be a motion to reconsider. Motion to reconsider was discussed and this option will not be brought forward by Member Long-Bellil.

Motion to amend main motion: By November 1, 2019, the School Committee will send a letter to Superintendent McCall notifying him of the School Committee's intent to enter negotiations on a successor agreement.

(L. Kirshenbaum)  
(S. Haber)

Chair Mills again stressed he is seeking clear direction from the School Committee about communicating with Superintendent McCall, following decisions made at this meeting by the full Committee.

Chair Mills opened the floor to discussion about the motion to amend. Discussion ensued. Chair Mills explained the motion on the floor is the motion to amend, which adds the November 1, 2019 date for Chair Mills to send a letter, on behalf of the School Committee, to Superintendent McCall notifying the Superintendent of the Committee's intent to enter negotiations on a successor contract.

Vote to amend main motion:

*In favor:*

Stephen Godbout  
Sherrie Haber  
Laura Kirshenbaum  
Linda Long-Bellil

*Opposed:*

Kenneth Mills  
Christina Smith  
Scott Brown  
Michael Dennis  
Maleah Gustafson  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

The motion failed 4-12

Vice-chair Smith re-read the motion on the floor, as amended.

8:28 PM Member Dennis left the table.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Motion: To move the question.

(S. Brown)

(M. Weeks)

Chair Mills explained the motion to move the question requires a two-thirds vote in support, and the motion to move the question is not debatable. Two-thirds of the sixteen at the table (10 in favor) is required to pass the motion to move the question.

Vote:

*In favor:*

Christina Smith  
Scott Brown  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

Kenneth Mills  
Linda Long-Bellil

The motion passed 13-2.

8:31 PM Member Dennis returned to the table.

Vice-chair Smith re-read the main motion, as amended.

Motion: The School Committee to enter into negotiations with Darryll McCall, for a successor agreement starting July 1, 2020.

(M. Dennis)

(B. Mitchel)

Vote on main motion, as amended:

*In favor:*

Christina Smith

Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland  
Adam Young

*Opposed:*

Kenneth Mills  
Linda Long-Bellil

The motion passed 14-2.

Chair Mills voiced his concern about his not being given specific direction by the membership of the Committee.

- III. Executive Session to conduct strategy session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), not to return to public session.

Motion: To enter Executive Session to conduct strategy session in preparation for negotiations with non-union personnel (Darryll McCall, Superintendent of Schools), not to return to public session.

(M. Dennis)  
(S. Brown)

Roll call vote:

*In favor:*

Scott Brown  
Michael Dennis  
Stephen Godbout  
Maleah Gustafson  
Sherrie Haber  
Laura Kirshenbaum  
Matthew Lavoie  
Linda Long-Bellil  
Amy Michalowski  
Benjamin Mitchel  
Asima Silva  
Megan Weeks  
Linda Woodland

*Opposed:*

Kenneth Mills  
Christina Smith  
Adam Young

The motion passed 13-3.

#### IV Adjournment

The School Committee entered executive session, not to return to public session.

The meeting adjourned at 8:35 PM.

Respectfully submitted,

Kenneth Mills, Chair  
Wachusett Regional School District Committee

DM:rlp

#### Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – Employment Agreement Between WRSD and Dr. Darryll McCall, Superintendent of Schools
- Attachment 3 – April 29, 2019 Superintendent's Evaluation Narrative
- Attachment 4 – April 30, 2018 Superintendent's Evaluation Narrative
- Attachment 5 – April 18, 2017 Superintendent's Evaluation Narrative
- Attachment 6 – *Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input*

**Monday, September 23, 2019**

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

TOWN

[illegible]

**PERSONAL AND CONFIDENTIAL**

**EMPLOYMENT AGREEMENT  
BETWEEN THE  
WACHUSETT REGIONAL SCHOOL DISTRICT  
AND  
DR. DARRYLL MCCALL  
SUPERINTENDENT of SCHOOLS**

This Agreement is made by and between the Wachusett Regional School Committee, hereinafter referred to as the "Committee" and Dr. Darryll McCall, hereinafter referred to as the "Superintendent."

In consideration of the promises herein contained, the parties hereto mutually agree as follows:

**ARTICLE ONE - EMPLOYMENT**

**1-1. Term**

The Committee hereby employs Dr. Darryll McCall as Superintendent of Schools of the Wachusett Regional School District for the period commencing July 1, 2017 through June 30, 2020. Unless the School Committee provides notice of intent to the Superintendent of its intention not to renew his Agreement by November 1, 2019 by certified mail, return receipt requested, this Agreement will automatically renew for one single, one-year term covering the period from July 1, 2020 through June 30, 2021.

**1-2. Rules, Regulations and Policies**

The Superintendent agrees to all of the rules, regulations and policies as determined by the Committee, as well as to all of the provisions of the General Laws of Massachusetts relating to education, the schools and legal functions and responsibilities of school superintendents. In the event that the Committee adopts a rule, regulation or policy which is in conflict with any portion of this Agreement, then this Agreement shall prevail.

**1-3. Certification / License**

The Superintendent represents and warrants that he holds a valid certificate/license from the Commonwealth of Massachusetts for the position of superintendent of schools and that he must maintain said certificate or license during the entire term of this Agreement. In the event that Superintendent loses or has his certificate or license

for the position of Superintendent suspended for any reason, Superintendent must immediately notify the Committee.

#### **1-4. Duties**

The Superintendent shall perform faithfully, to the best of his ability, the duties of superintendent of schools and shall serve as Executive Officer of the Committee as provided in Chapter 71, Section 59 and all other General Laws of Massachusetts. A copy of the duties is attached hereto and incorporated by reference into this Agreement. The Superintendent shall fulfill all of the terms and conditions of this Agreement. He shall comply with the policies and procedures of the Committee and shall serve and perform such duties at such time and places and such manner as the Committee may from time to time direct.

In harmony with the policies of the School Committee, state laws, and Mass. DESE education regulations, the Superintendent has executive authority over the school system and the responsibility for its supervision. He has the general authority to act at his discretion, subject to later approval of the Committee, as needed, upon all emergency matters and those to which his powers and duties are not expressly limited or are not particularly set forth.

### **ARTICLE TWO - CONDITIONS OF EMPLOYMENT**

#### **2-1. Performance Review**

The Committee shall annually evaluate the performance of the Superintendent, in writing, in accordance with an evaluation instrument that clearly articulates the goals, objectives and standards by which the Superintendent's performance will be measured. The Committee shall evaluate the performance of the Superintendent annually no later than June 30. The Superintendent will submit, no later than September 1 of each year, his goals and objectives to the Committee for their review and approval. The Committee shall vote on the composite evaluation compiled by the Committee Chair, and the Superintendent may attach his response, if any, thereto. The standards and processes in the evaluation process shall be consistent with regulations issued by the MA Department of Elementary and Secondary Education for superintendent evaluations as revised most recently.

#### **2-2. Termination**

**2-2.1.** In the event that the Superintendent desires to terminate this Agreement before the term of service shall have expired, he may do so by giving at least one hundred and twenty days (120) notice in writing of his intention to the Committee. There shall be no penalty for such release or resignation by the Superintendent provided such notice is given. In such event, however, the Superintendent will not be entitled to salary payments beyond his actual term of active service and if he terminates



the Agreement on/or before June 30<sup>th</sup> he will receive a pro rata share of his vacation based upon the actual months worked.

**2.2.2.** The School Committee may discharge the Superintendent during the term of this Agreement for good cause. "Good cause" shall mean any ground that is put forth by the School Committee in good faith and which is not arbitrary, irrational, unreasonable, or irrelevant to the task of building up and maintaining an efficient school system. Where good cause exists, by a majority vote, the School Committee may discharge the Superintendent, and thereby terminate this Agreement, provided that the School Committee shall (a) inform the Superintendent of the reason(s) for the proposed discharge; and (b) upon written request from the Superintendent within ten (10) calendar days following notice of the proposed discharge, hold a hearing, at which time the Superintendent shall have the opportunity to answer the charges against him. The hearing, which shall be public or private at the option of the School Committee, shall be held within thirty (30) calendar days following receipt of the Superintendent's timely request. The Superintendent shall be entitled to be represented by counsel at the hearing.

The Superintendent may appeal his dismissal for good cause by filing a petition with the American Arbitration Association within thirty calendar days of the School Committee's vote to dismiss the Superintendent. The arbitration will be conducted under the Rules of the American Arbitration Association. In a challenge to a discharge of the Superintendent, the authority of the arbitrator shall be limited to an award for back pay damages for the balance of the Agreement term after the discharge and shall not include the authority to reinstate the Superintendent to any position.

### **2-3. Professional Liability**

The Superintendent shall be indemnified and held harmless by the Committee to the extent permitted by Massachusetts General Laws, Chapter 258 for any and all demands, claims, suits, actions and legal proceedings brought against the Superintendent arising out of the course of employment as Superintendent.

### **2-4 Periodic Examination**

**2-4.1** The District may require an annual physical examination once each year during the life of the Agreement. The District will bear any costs not borne by health insurance and a written report of such examination will be provided to the School Committee.

## **ARTICLE THREE - COMPENSATION AND BENEFITS**

### **3-1. Salary Considerations**

For the period commencing July 1, 2017, the Superintendent will be paid at the annual rate of \$177,676, or \$179,409 if he achieves an average overall rating of Proficient for the 2016-2017 school year. In subsequent years of this Agreement and the one year extension, if applicable, his salary will be increased two and one half percent (2.5%) per Agreement year, with an additional 1% per Agreement year if the Superintendent achieves an average overall rating of "Proficient" for the school year ending immediately prior to the start of the next year of the Agreement.

### **3-2. Health, Life and Retirement**

The Superintendent shall be entitled to all health, life and retirement benefits provided to Wachusett Administrators. The Superintendent shall be a member of Teachers Retirement System as required by MGL c. 32 Section 2.

## **ARTICLE FOUR - VACATION AND LEAVES**

### **4-1. Vacation**

**4-1.1.** The Superintendent shall receive twenty-five (25) working days as annual vacation, exclusive of legal holidays.

Said vacation shall be scheduled with prior written approval of the School Committee Chairperson. Said vacation shall be used in the year that it is earned except that the School Committee may permit the carry-over of five (5) vacation days if the full vacation allotment could not be taken because of the needs of the District. The total number of vacation days accrued at any one time cannot exceed 30 days. If the Superintendent should resign or retire prior to June 30<sup>th</sup>, he will receive a pro rata share of vacation days based upon the number of months worked during the fiscal year in which the resignation or retirement occurs. Superintendent agrees to take at least twelve (12) of his twenty-five (25) days of annual vacation on days when school is not in session.

### **4-2. Other Leaves**

**4-2.1.** In recognition of the sick days that the Superintendent had accrued in his prior position with the District, the Superintendent shall be considered to have 150 sick days at the start of this Agreement on July 1, 2017. Additionally, the Superintendent will annually accrue fifteen (15) sick leave days for disability due to illness or injury each Agreement year.

Unused sick days may be accumulated from year to year up to a maximum of one hundred eight (180) days, beyond which they are forfeited. The Superintendent shall

not have the right to redeem any accrued sick leave upon his resignation, retirement or termination of the Agreement.

The School Committee has the right in its discretion to grant additional sick leave in the event of a catastrophic illness or disability incurred by the Superintendent.

**4-2.2.** The Superintendent shall be entitled to five (5) days of personal leave in each Agreement year (July 1 to June 30). Such leave shall not be cumulative.

**4-2.3.** In the event of death in his immediate family, the Superintendent shall be entitled to five (5) bereavement days in each instance.

#### **4-3. Holidays**

The Superintendent shall be entitled to the following paid holidays:

New Year's Day	Martin Luther King Day
President's Day	Patriots' Day
Memorial Day	Independence Day
Labor Day	Columbus Day
Veterans' Day	Thanksgiving Thursday
Thanksgiving Friday	Christmas Eve Day
Christmas Day	

### **ARTICLE FIVE - EXPENSE ALLOWANCES**

#### **5-1. Reimbursement for Expenses**

The District shall reimburse the Superintendent for all authorized expenses reasonably incurred in the performance of duties under this Agreement. Such expenses shall include but not be limited to costs of transportation and expenses relative to the attendance at appropriate local, state and national meetings or conferences or attendance at courses, seminars or other activities approved by the Committee. To be eligible for reimbursement all such activities must be approved in advance by the School Committee. The District shall reimburse the Superintendent for all approved travel on behalf of the District for which he uses his personal vehicle at a rate established by the School Committee. In addition, the Committee will annually pay dues for a national association and state affiliate association appropriate the Superintendent's area of responsibility.

## **5-2. Professional Development**

The District shall incur the expenses for the Superintendent's membership in two professional organizations. In the spirit of professional development, the Superintendent shall be required annually to attend two conferences, seminars, meetings, or other professional development opportunities. The District will compensate the Superintendent for all costs relating to these activities. The Superintendent may accept honoraria or stipends subject to the advanced written approval of the School Committee.

## **ARTICLE SIX - AGREEMENT & AMENDMENTS**

### **6-1. Entire Agreement**

This Agreement document embodies the entire Agreement between the Committee and the Superintendent and there are no inducements, promises, terms, conditions, or obligations made or entered into by either party other than those contained herein.

### **6-2. Amendments**

This Agreement may not be amended except by an Agreement in writing voted by the majority vote of the School Committee and signed by the parties hereto.

### **6-3. Validity of Contents**

If any paragraph or part of this Agreement is later found to be invalid, it shall in no way affect the remainder of this Agreement, which shall continue to be legally binding and effective as to both parties.

[REMAINDER OF PAGE LEFT INTENTIONALLY BLANK]

IN WITNESS THEREOF, the parties have hereunto signed and sealed this Agreement in triplicate.

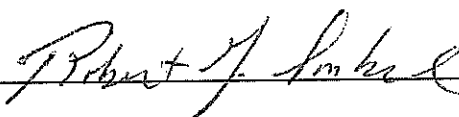
WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

  
\_\_\_\_\_

Kenneth Mills, Chair

12-7-16

Date

  
\_\_\_\_\_

Robert Imber, Vice Chair

12-7-16

Date

Assented to:

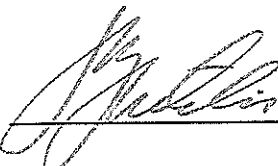
  
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Dr. Darryll McCall

12/16/16

Date

Approved as to form:

  
\_\_\_\_\_

Joseph Bartulis, Esq.  
School Committee Counsel

Dec. 6, 2016

Date

April 29, 2019

To: Darryll McCall, Ed.D., Superintendent of Schools

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 16 of the 19 members of the Wachusett Regional School District Committee (WRSDC) for your 2019 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation.

**Standard I: Instructional Leadership.** *The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.*

**Indicator I-A. Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

**Proficient 12; Needs Improvement 4**

**Indicator 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.

**Proficient 13; Needs Improvement 3**

**Indicator 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.

**Proficient 14; Needs Improvement 2**

**Overall for Standard I**

**Proficient 13; Needs Improvement 3**

Members note that the Superintendent has a focused strategic plan that empowers administrators to employ effective practices. This year he has incorporated training on assessment strategies - seeing effective strategies implemented consistently District-wide is an expectation for progress towards the strategic plan. Most essential to the success in this area has been the Superintendent's

utilization of Professional Learning Communities (PLCs) throughout the District. By empowering his Administrative staff through the use of the Principal Leadership Team (PLT) format, he will be able to effectively distribute leadership District wide. Moreover, these practices will provide greater uniformity and opportunity for sharing of best practices in all District schools. Members praised his use of videos for training evaluators and the accompanying rubric. According to the Superintendent's narrative, there is progress in the District to calibrate teacher evaluation and to come up with common language about what good teaching is. The work with data as it applies to student learning is commendable, as it does not focus solely on MCAS data.

Members also noted the continued roll-out of the early literacy program and new initiatives in Social and Emotional Learning (SEL), including the S3 program and a \$100,000 grant from the Department of Elementary and Secondary Education (DESE) for improving student access to behavioral and mental health services. The District also has instituted additional steps to address students' mental health needs, such as the Bridge Program and other mechanisms for improving the ease of referral to mental health counseling and support.

Although members noted many improvements that have been made with the textbook plan, roll out of new technology, and continued implementation of the early literacy program using Fountas and Pinnell, there still seems to be inconsistent curriculum and inequities among the schools across the District.

**Standard II: Management and Operations.** *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.*

**Indicator II-A. Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs.

**Proficient: 9; Needs Improvement: 6; Unsatisfactory: 1**

**Indicator II-B. Human Resources Management and Development:** Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

**Proficient: 10; Needs Improvement 5; Unsatisfactory 1**

**Indicator 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.

**Exemplary 3; Proficient 9; Needs Improvement 4**

**Overall for Standard II**

**Proficient 10; Needs Improvement 5; Unsatisfactory 1**

Members commended the Superintendent for his time-consuming efforts to train new Central Office staff and create a formal induction program as well as PLTs and PLCs. However, members also want the Superintendent to gather feedback how administrators feel they are supported and the effectiveness of his mentorship, and want information from exit interviews about why members of the administration choose to leave the District.

Members praised the Superintendent for his leadership in the development of a line-item budget and for his work on developing improved relationships with town officials. At the same time, some members wanted more two-way discussion about budgetary priorities and a 3-year comparison in future budgets, and expressed concern about the process for obtaining funding for the turf field, with multiple members encouraging forward thinking about capital expenditures and the development and funding of a Capital Stabilization Fund. Members also expressed significant concerns about oversight of the Excess and Deficiency certification process and the issue with the regional transportation funding calculation, with a desire for the Superintendent to take more ownership for this error. Concern was expressed about the decision to spread the penalty for this transportation error into future years, and the transparency of the communication to the committee about this issue. Members wished for more clarity on how chargebacks influence budget planning. Members were pleased that tuition-free full-day kindergarten is on the way to implementation.

Although the Superintendent's efforts to implement District-wide policies such as an accommodation plan and homework policies were noted by some members, others expressed significant concern about the consistency of District-wide policies and procedures and their implementation, including recess and home assignments. In particular, many members shared serious concerns about the bullying policy, the execution of procedures related to the policy, the consistency of its implementation, and communication with parents and the community.

Members were positive about the increased emphasis on social and emotional learning and encourage assessment of the effectiveness of the myriad of new programs and systems recently implemented, including SOS and Panorama. Members would like more frequent updates on special education programs and initiatives, and want attention to adequate staffing to support students in sub-separate classrooms and inclusive settings. There is also a wish for more communication about requests for information from the committee and reporting on key metrics of District performance. Members expressed concern about the ongoing process for hiring the Administrator of Special Education.

**Standard III: Family and Community Engagement.** *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 school and district.*

**Indicator III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

**Proficient 13; Needs Improvement 2; Unsatisfactory 1**



Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

**Proficient 9; Needs Improvement 7**

Overall for Standard III

**Proficient 12; Needs Improvement 3; Unsatisfactory 1**

There were two main themes of praise for the Superintendent's performance in this standard: the addition of the new director of SEL and Guidance and the focus on the Bridge for Resilient Youth in Transition (BRYT) program and other programs designed to identify and support students who are struggling. Several committee members commented on the impact this position will have and look forward to hearing more about the effectiveness of these programs in future committee meetings.

The Superintendent was praised for improvements made to the District website, as members recognized the hard work that went into these upgrades and applauded the District for ensuring the website is clearly organized, functional, and secure. Some members also noted that the Superintendent attempts to create positive relationships with families and community members. Members noted opportunities for improvement next year with the SMORE newsletters and additional outreach via phone, email, and in-person at school or community events.

Members had concerns with the evidence provided to meet this standard. At least nine of the 16 members noted concerns related to communication or collaboration. The most common concern outlined in narrative feedback was related to the lack of evidence of the Superintendent's engagement with community. Several members applauded the Superintendent's willingness to speak to parents and many praised his abilities to interact with politicians and town administrators, but expressed concern at the lack of evidence of his leadership and involvement in mentoring building-level administrators to successfully resolve issues. Individuals expressed concern about communication with families who might not call the office, about more one-way than two-way communication, and about inconsistent expectations and follow through across the District regarding homework, information sharing, and school culture around behavioral expectations.

In addition to general concerns raised about the Superintendent's level of engagement with the community, a number of members raised concerns about how issues are handled and communicated to committee members. Quite a few committee members noted that there are increased reports of bullying and that it seems parents are reaching out to committee members directly when there are concerns about how situations are being handled. Members were not satisfied with the level of information to ensure that they know that situations are being resolved effectively and that parents' concerns have been heard or addressed, and that narrative and graphic formats for the end-to-end process have not been established.

There were concerns raised about the lack of meaningful updates and communication about the current status and future plans of the special education program as well as communication issues with the SEPAC related to participation in the search for a new Administrator of Special Education. There was also a concern raised about reports that staff and administration were not collaborating fully in special education cases with families to connect what happens at home to services in-school.

Some members made specific suggestions related to future performance in this standard, including attention to the bullying policy/task force to ensure responsiveness through protocols and procedures; increased District social media presence including a common calendar to promote and coordinate events and possible streaming of meetings; and increased presence of the Superintendent in buildings and at community events.

**Standard IV: Professional Culture.** *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

**Indicator 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 the administrator's own practice.

#### **Exemplary 1; Proficient 14; Needs Improvement 1**

**Indicator IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.

#### **Proficient 13; Needs Improvement 3**

#### **Overall for Standard IV**

#### **Proficient 14; Needs Improvement 2**

The responses from members reflected those of standards above. While members praised the Superintendent for open communication with stakeholders, there was concern about parents feeling the need to reach out to school committee for issues that should have been handled at the administrative level, and a feeling that there is a need to improve the consistency of procedures and practices from classroom to classroom, school to school, and across the District, making sure that a positive culture permeates the District. Multiple members expressed the concern that the Superintendent did not provide sufficient evidence to support his performance to facilitate continuous learning for staff, as well as evidence of his own self-reflection, goal setting, and consensus building and how he models this for staff.

## Overall

### Student Learning Goals

**Met 7; Significant Progress 5; Some Progress 4**

### Professional Practice Goals

**Met 7; Significant Progress 5; Some Progress 4**

### District Improvement Goals

**Met 3; Significant Progress 8; Some Progress 5**

Many member comments about progress toward goals reflect those noted above in the indicators, including praise for the development of a line-item budget that conforms to the strategic plan (but a wish for more committee involvement with priority-setting) and praise for progress on social emotional learning (but with concern about consistency of policies and procedures). Members also expressed concerns about bullying under this section, with special attention to bullying on social media mentioned. Members encourage continued and accelerated implementation of ALICE training and work with towns to facilitate school safety improvements in the buildings.

Members emphasized the need to continue the textbook and technology plans and create a staffing plan that leads to a long-term strategy to address class size. Members recognized the Superintendent's new training for administrators, but want feedback from administrators and evaluation of the quality of this effort.

Praise was given for the implementation of a plan for tuition-free full-day kindergarten and for development of PLTs. Members wanted more evidence of educational leadership and consistency in implementing policies and providing feedback to requests for information from committee members and the community.

### Impact on Student Learning

**High 5; Moderate 9; Low 1** (One member did not score)

It was noted by the evaluation subcommittee that last year's overall ratings included 1 *exemplary*, 15 *proficient*, and 4 *needs improvement*. Overall, for this year, the committee rates the Superintendent as **proficient**, based on 11 ratings of *proficient* and 5 of *needs improvement*.

### Overall Summary

**Proficient 11; Needs Improvement 5**

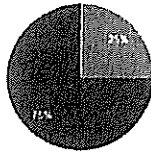
It was noted by the Superintendent Goals and Evaluation Subcommittee that last year's overall ratings included 1 *exemplary*, 15 *proficient*, and 4 *needs improvement*. Overall, for this year, the Committee rates the Superintendent as **proficient**, based on 11 ratings of *proficient* and 5 of *needs improvement*.

## Appendix: Graphical Representation of Response Data

### Standard I: Instructional Leadership

I-A Curriculum

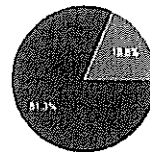
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

I-C Assessment

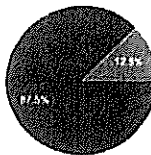
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

I-E Data-Informed Decision Making

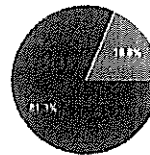
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Overall Rating for Standard I

16 responses

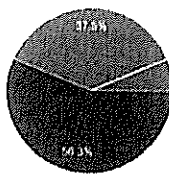


- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

### Standard II: Management and Operations

II-A Environment

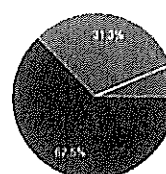
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

II-B Human Resources Management and Development

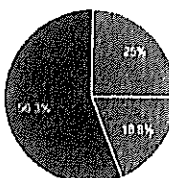
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

II-E Fiscal Systems

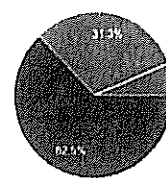
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Overall Rating for Standard II

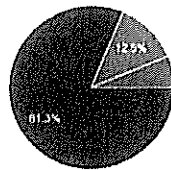
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

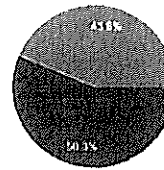
## Standard III: Family and Community Engagement

III-B Sharing Responsibility  
16 responses



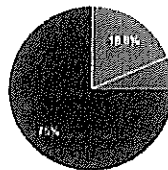
○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

III-D Family Concerns  
16 responses



○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

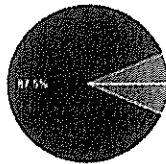
Overall Rating for Standard III  
16 responses



○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

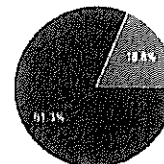
## Standard IV: Professional Culture

IV-D Continuous Learning  
16 responses



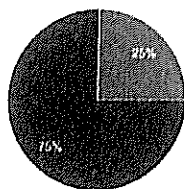
○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

IV-F Managing Conflict  
16 responses



○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

Overall Rating for Standard IV  
16 responses

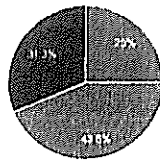


○ Exemplary  
 ● Proficient  
 ◐ Needs Improvement  
 ◑ Unsatisfactory

## Progress Toward Goals

### Student Learning Goal(s)

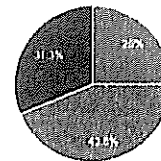
19 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### Professional Practice Goal(s)

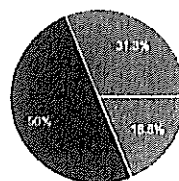
16 responses



- Met
- Significant Progress
- Some Progress
- Did Not Meet

### District Improvement Goal(s)

16 responses

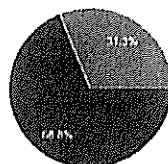


- Met
- Significant Progress
- Some Progress
- Did Not Meet

## Overall Rating

### Overall Summative Rating

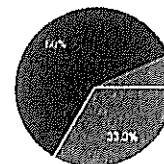
16 responses



- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

### Impact on Student Learning

15 responses



- High
- Moderate
- Low

April 30, 2018

To: Darryll McCall, Ed.D., Superintendent of Schools

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

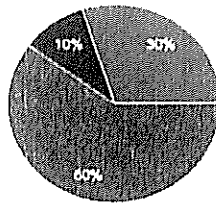
This memo serves to summarize the ratings and comments provided by 20 of the 21 members of the Wachusett Regional School District Committee for your 2018 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation. Rather than recite the statistics in this letter, we will include them in a graphical format.

**Comments on Progress toward Goals and Impact on Student Learning:**

(Code: Blue, Met; Red, Significant Progress; Orange, Some Progress; Green, Did Not Meet)

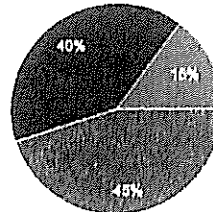
Student Learning Goal(s)

20 responses



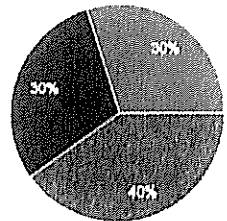
Professional Practice Goal(s)

20 responses



District Improvement Goal(s)

20 responses



<p><b>Student Learning Goal:</b>  <i>By April 2018, 80% of freshmen surveyed will have used their Chromebooks on a weekly basis to complete classwork and/or homework, conduct research, and collaborate with peers. Data will be aggregated to reflect the results of surveys conducted during the school year and baselines will be defined related to Chromebook usage.</i></p>	<p><b>Professional Practice Goal:</b>  <i>By April 2018, the superintendent will align administrator goal setting and evaluation procedures to both DESE and District standards.</i></p>	<p><b>District Goals:</b>  <i>The WRSD will conduct surveys of parents/guardians concerning communication. By April 2018, a final survey of parents/guardians will show at least 80% of parents/guardians who are surveyed will agree that the district is providing regular, two-way, culturally proficient communication.</i></p> <p><i>By April 2018, a comprehensive evaluation of Special Education Programs at WRHS will be conducted and an improvement plan will be created.</i></p>
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Members generally noted that Dr. McCall made significant progress meeting his goals, considering budget limitations.

For the student learning goal related to technology, members wished for more data and direct evidence of student learning and use of Chromebooks. They also would have liked to have seen examples of model class/programs. Some members felt the student learning goal was not sufficiently rigorous.

Members noted that the superintendent should have shared and discussed the special education evaluation with the school committee. Others noted that the work on the review is ongoing, and that setting goals and working toward them has moved the program in the right direction.

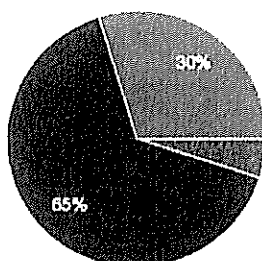
Many members praised Dr. McCall's progress toward implementing his professional practice goal of aligning the administrators' evaluation procedure. One noted his use of resources to work with professional learning teams, and another praised his progress but encouraged him to assess the usefulness for the administrative staff of the evaluation efforts.

### Comments on Standard I: Instructional Leadership

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

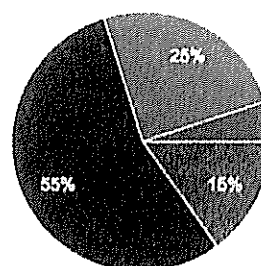
**I-B Instruction**

20 responses



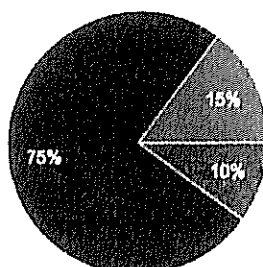
**I-D Evaluation**

20 responses



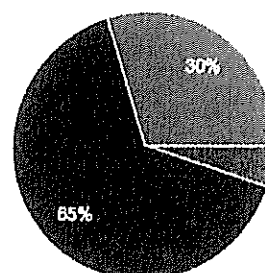
**I-E Data-Informed Decision Making**

20 responses



**Overall Rating for Standard I**

20 responses





Dr. McCall is leading his administrative staff toward improvements in data analysis and is focused on refining practice and ensuring consistent approaches to data analysis across the district. The school committee looks forward to seeing evidence that demonstrates the qualitative and quantitative impacts of these tools.

Some of the accomplishments that demonstrate Dr. McCall's instructional leadership include stewardship of a Professional Development Plan, obtaining a grant that allowed for necessary improvements in WiFi connectivity at the high school, the use of faculty/staff surveys, and the introduction of a technology integration specialist for the fiscal year 2019 budget. The newly instituted Principal Leadership Team will allow the district to move forward on stronger footing by calibrating the evaluation of staff. The district is developing tools and procedures that will empower leaders to institute professional learning communities in a strategic manner. Within Dr. McCall's reports some information is provided describing how the data are used to make informed decisions. Dr. McCall uses a diverse approach to instructional leadership within the district. He seeks out programs designed to augment student learning.

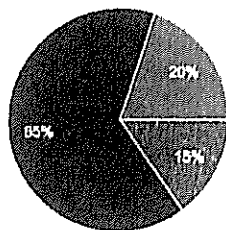
Although there has been progress on using data to inform decision making in the district, the data across district schools need to be baselined and measured against those baselines. Moving forward, Dr. McCall should help develop data tools and strategies for his leadership team to better pinpoint challenges and areas of concern and to develop mechanisms to mitigate areas of concern. For instance, the district still lacks consistency in curriculum across grade levels at the elementary and middle school levels. It also would be helpful to have presentations to the school committee on issues relating to curriculum.

For evidence of meeting this standard in the future, excerpts from principals' goals that show alignment to the district goals and strategic plan would be helpful, as would an explanation of how feedback is provided to principals. Dr. McCall states in his self-evaluation that those principals whose contracts are set to expire have been provided an evaluation; however, there has not been a report provided to school committee that summarizes the reviews.

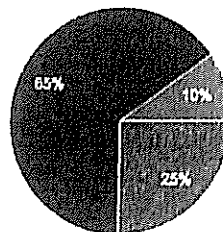
## Comments on Standard II: Management and Operations

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

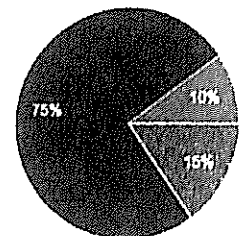
II-A Environment  
20 responses



II-E Fiscal Systems  
20 responses



Overall Rating for Standard II  
20 responses



There were many areas of praise for the superintendent, including communication, transparency with decision making, the focus on social and emotional needs of district students, and the use of the district's strategic plan to guide decision making. The superintendent was commended for his work with the State Auditor's office, the Massachusetts Association of Regional Schools, the school committee, and state legislators to advocate for increases to regional transportation aid and other supports for Massachusetts regional school districts, including his work with the Quabbin Regional School District. Many members cited communication as one of Dr. McCall's strengths, including references to overall communication strategies, development of the district's budget book, clarity and transparency in the budget process, and efficient communication to the community about safety concerns and the presence of safety officials at the schools. Other positive comments included praise for the superintendent's use of the strategic plan, including his explanation of how budget expenses and requests relate to the plan, as well as his depth of knowledge of the district's financial and operational processes. Members also commented positively on his work to inform local town officials of the district's needs and to understand the fiscal limitations of the district communities.

Also noted as an area of strength was the superintendent's focus on social and emotional learning and the support for initiatives like Signs of Suicide (SOS) and Bridge Resistance Youth Treatment (BRYT). One evaluator referenced the superintendent's use of grant funding for the Panorama survey, noting that they appreciated his use of creative means to support these initiatives in our challenging budget climate.

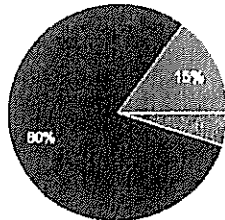
Though there was praise for the superintendent's communication skills, there were opportunities for improvement noted in this area as well. Specifically, members noted that the superintendent did not review the district budget proposal with the school committee's Business and Finance subcommittee for feedback and debate prior to sharing with the entire school committee for discussion. Better planning and communication in future fiscal years can alleviate this concern.

Different members noted concerns about whether school procedures are consistent across the district and whether they are implemented in a consistent manner. Specifics included a concern about inconsistent homework policies and procedures that have been under discussion for almost two years, which could cause academic and social/emotional concerns for students, particularly as they move to the high school. Another member noted concern about inconsistent application of dress code policies.

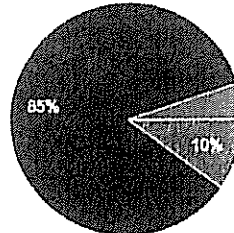
Members also noted concerns about budgetary planning and priorities, and a need to be more creative with "outside of the box" thinking on ways to avoid trimming budgets. Members were concerned that inadequate funding was allotted to increase technology resources and were concerned about technology resource equity among the district's schools. Concerns were raised about adequate funding for special education across all schools and about the increase in special education out-of-district spending. Members also suggested a need to evaluate programs in social/emotional learning with data to ensure that we have right-sized programs that serve students' needs.

**Comments on Standard III: Family and Community Engagement**  
(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

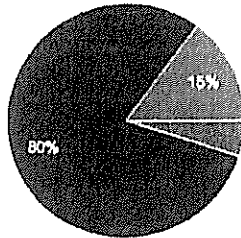
**III-A Engagement**  
20 responses



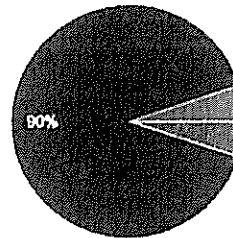
**III-C Communication**  
20 responses



**III-D Family Concerns**  
20 responses



**Overall Rating for Standard III**  
20 responses



Many members praised Dr. McCall for his work on the budget book and the use of the strategic plan to guide the budget in an on-going effort to continue to move the district forward, including in the areas of technology and social/emotional needs of the students. The superintendent is encouraged to continue to link budgetary requests and designs to the current iteration of the strategic plan.

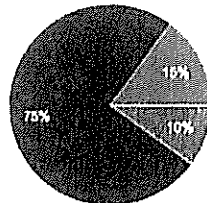
The superintendent utilizes multiple channels for communication, including the Smore newsletter, his blog, and emails. Although these methods provide one-way communication with families, the superintendent is encouraged to find ways to have ongoing two-way communication with more families in the district. Similarly, although there has been progress in addressing culturally-sensitive communication with families, Dr. McCall is encouraged to continue to seek methods for engaging all of the district's stakeholders.

## Comments on Standard IV: Professional Culture

(Code: Blue Exemplary, Red Proficient, Orange Needs Improvement, Green Unsatisfactory)

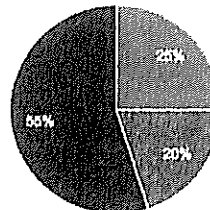
IV-A Commitment to High Standards

20 responses



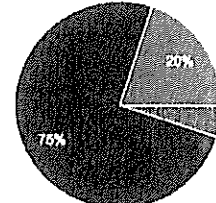
IV-C Communication

20 responses



Overall Rating for Standard IV

20 responses



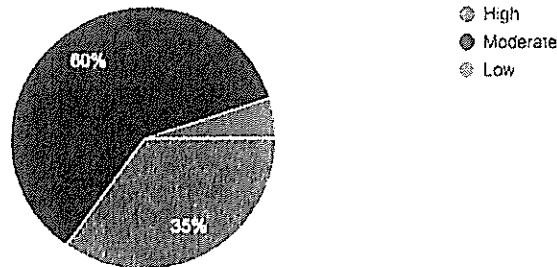
Some members of the committee found the evidence provided by the superintendent lacking with respect to his success in fostering a shared commitment to high standards of service, teaching, and learning. Although the rating is proficient, as the next cycle of evaluation begins the superintendent is encouraged to provide more direct evidence to support how he promotes high expectations for all and the culture of reflective practice and high expectations.

Many members of the committee applauded the superintendent's skills as a communicator, but others were concerned about his ability to communicate in circumstances that call for data-informed decision-making. In his efforts to embrace the ideas of others, it sometimes appears that he has difficulty making harder decisions that are necessary to move the district forward. Many committee members appreciated his recent addition of addressing the questions that have been asked at school committee meetings in his report, but this initially arose from frustration from the public and from school committee members that questions asked at meetings were going unanswered. To improve this new written question-and-answer practice, the superintendent might consider reporting out these answers to the public either orally or in a blog or web posting where this information would be stored and available. Although Dr. McCall appears to have an innate ability to be an excellent communicator and displays this in many venues, still 25% of the school committee rated him as needing improvement on the element of communication, citing getting data too close to a meeting date, not having enough information, or having information at inopportune times, including during the recent contract discussions. Continuing to hone his ability to communicate pertinent information not only to town officials, but also to the school committee, is an area for growth.

## Overall Summary Comments

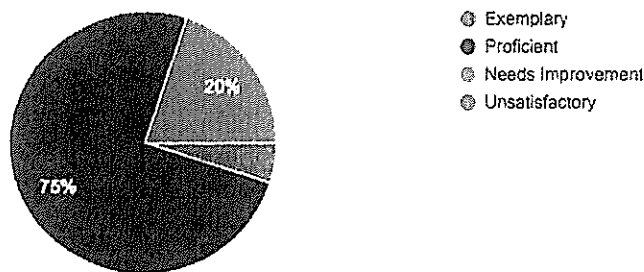
### Impact on Student Learning

20 responses



### Overall Summative Rating

20 responses



School committee members offered diverse comments in the overall rating. In general, responses were positive. Positive comments praised the acquisition of, and planning for, technology that improves student learning and his work with towns to support a robust school budget and building relationships with municipal representatives.

Multiple members requested data on student learning rather than a list of plans and processes. Some members praised his openness and responsiveness to feedback, as well his communications to the school committee and within the communities and his work with MARS to lobby the state legislature to fully fund regional school district transportation. Others wished for more communication on special requests for information, and another noted the need to train staff to provide data to inform policy decisions. In the goals section, a member expressed concern about principal turnover and wished for information from exit interviews that might indicate emerging or common themes.

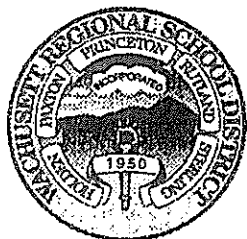
One member noted that the district delivers a very good learning experience for a diverse range of students with a diverse set of needs, and another that it operates efficiently to meet the diverse needs of its students, faculty, and administrators. Another member praised the importance the district places on the social and emotional health of our students, while another expressed

concern about the ability of the Special Education Program to meet the varied needs of so many different students that require these services and the significant year-over-year increases in out-of-district special education tuition. Although members praised the superintendent for his progress this year in consistency in curriculum and technology, there was concern that continued progress is essential in these areas. A member called for additional training in diversity and for individualized learning for strong students.

The superintendent received mixed reviews about his handling of collective bargaining. One member noted the time he needed to spend on bargaining likely influenced his ability to focus on instructional leadership and developing leadership capacity in his team, and encouraged him to display the leadership required to engage faculty and staff in identifying focus areas that will have an impact on student learning experiences. Likewise, another member noted that the superintendent needs to show stronger leadership with the employees of the district. While acknowledging his hard work on bargaining, another member wished for clearer guidance on handling impasses and strategizing around lessons learned, and another noted that communication needed to be improved. Yet another commented that the collective bargaining negotiations seemed to suffer from a deficit of administrative leadership. In the goals section, members also commented on negotiations. One wished for a higher level of leadership and for him to be more vocal in discussions with the school committee, and another noted that the superintendent failed to serve his role as chief negotiator with regard to policy changes being negotiated in a collective bargaining agreement.

Overall, the superintendent has done a good job anchoring district decision making to the strategic plan, which was created with broad input from community stakeholders. It is clear that he relies on this document for planning, and the committee encourages him to continue to use the strategic plan and report on specifics of implementation and assessment.

Overall, the superintendent's rating for the year is **proficient**.



# *Wachusett Regional School District*

*Holden, Paxton, Princeton, Rutland, Sterling*

April 18, 2017

To: Darryll McCall, Ed.D., Superintendent of Schools

From: Kenneth Mills, Chair, Wachusett Regional School District Committee

RE: Superintendent's Evaluation Narrative

This memo serves to summarize the ratings and comments provided by 13 of the 22 members of the Wachusett Regional School District Committee for your 2017 End-of-Cycle Summative Evaluation Report. Please note that while this document summarizes the responses, it does not reflect every comment; all of these observations bring value and I strongly urge you to carefully read each individual evaluation, each of which is part of the public record.

**Step 1** was for the Committee to assess your progress toward your goals. For professional practice goals, 3 noted *Some Progress*, 5 *Significant Progress*, 3 *Met*, and 1 *Exceeded*. For student learning goals, 3 noted *Some Progress*, 6 *Significant Progress*, 2 *Met*, and 1 *Exceeded*. For District improvement goals, 3 noted *Some Progress*, 7 *Significant Progress*, 1 *Met*, and 1 *Exceeded*. One member did not complete step 1.

**Step 2** was to assess performance on each standard. Members ranked these indicators for each standard. Each member marked their rating on the cover page; many chose not to mark the indicator on the interior page, or marked a different rating, so for consistency and clarity I report the rankings on the cover page.

For **Standard 1: Instructional Leadership**, 4 marked *Needs Improvement*, 8 marked *Proficient*, and 1 marked *Exemplary*. For standard 1A, Curriculum, 4 marked *Needs Improvement* and 9 marked *Proficient*. For standard 1B, Instruction, 5 marked *Needs Improvement*, 5 marked *Proficient*, 2 marked *Exemplary*, and one made no rating. For standard 1C, Evaluation, 3 marked *Needs Improvement*, 7 marked *Proficient*, 1 marked *Exemplary*, and two made no rating, with concerns noted about a lack of evidence provided to make a rating.

Overall, members were mixed in their comments in this section. There was some praise for work to change the School Improvement Plans (SIPs), with a desire to judge the outcome of these plans next year once in practice. However, concern was raised that the SIPs were not accepted by vote of the School Committee and that there was not alignment of the SIPs with measurable student gains, including standardized test scores.

There was a recurring theme about wanting more alignment of curricular goals throughout the District and within schools, particularly with ELA. There was concern about the level of detail of

curricular plans at the middle and high school levels and for diverse learners, including special education and English Language Learners. Multiple members wanted more information on how principals and District administrators are given direction and evaluated, with a suggestion that stronger leadership and more direct evaluation from the Superintendent may be needed to ensure consistency of the student learning experience within and between buildings. Deputy Superintendent Berlo's contributions were noted in a very positive light.

A common thread in the comments for this standard was a need for establishing measurable outcomes, whether for curriculum, curricular alignment, or professional development, and in the next review cycle to report on these outcomes.

For **Standard 2: Management and Operations**, 2 marked *Needs Improvement*, 8 marked *Proficient*, and 3 marked *Exemplary*. For standard 2A, Environment, 2 marked *Needs Improvement*, 7 marked *Proficient*, and 4 marked *Exemplary*. For standard 2E, Fiscal Systems, 1 marked *Unsatisfactory*, 10 marked *Proficient*, and 2 marked *Exemplary*.

There was praise for the Superintendent's work on student social and emotional well-being and for work on the Bullying Prevention and Intervention Plan and integration of the SHINE initiative, and for inclusion of positions to address student social and emotional well-being in the budget process. Some members expressed continued concerns about the management of the special education program, including programs for students on the autism spectrum and for follow-through to ensure that staff members are meeting recommendations. As for standard 1, there was desire to have measurable outcomes for how well the District meets our students' social and emotional needs, and to receive a report on these outcomes.

Members expressed concern about the need for a consistent plan for investigation procedures of complaints against District personnel, with a desire for consistent follow-through.

There was recognition in the comments of the budgetary limitations faced by the District and praise for the Superintendent's work with local legislators. There also was concern about the frequency and method of mid-year budget transfers. One member noted that the mid-year correction required to cover special education expenses came at the cost of cuts to technology, textbooks, and maintenance spending, that the items in the budget approved by the School Committee were not purchased prior to the school year, and that there was a lack of transparency about fiscal year 2017 actuals in these categories in the fiscal year 2018 budget book.

One member praised your work in contract negotiations and in negotiations with the Public Employee Committee.

For **Standard 3: Family and Community Engagement**, 4 marked *Needs Improvement*, 8 marked *Proficient*, and 1 marked *Exemplary*. For standard 3C, Communication, 4 marked *Needs Improvement*, 7 marked *Proficient*, and 2 marked *Exemplary*.

There were mixed comments from the Committee for this standard. Some praised the Superintendent's communication with town officials and emergency personnel, his use of the *Wachusett Now* series, and his connection with the community while developing the strategic



plan, interacting with the *ad hoc* committee on the school calendar, and reaching out to community members on SIMCO's on the new school improvement plans.

However, some members wanted more specific and greater communication about student learning and performance, including, but not limited to, strategies to improve the accountability levels of District schools from level 2 to level 1. The need for two-way communication was noted, including an up-to-date website, a social media presence, and sharing between schools of how they have found success with parent outreach. A concern was noted that parent outreach to School Committee members and concerns expressed on social media reflect a lack of trust in communication directly with District administration.

For **Standard 4: Professional Culture**, 2 marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*. For standard 4A, Commitment to High Standards, 1 marked *Unsatisfactory*, 3 marked *Needs Improvement*, 7 marked *Proficient*, and 2 marked *Exemplary*. For standard 4C, Communication, 2 marked *Needs Improvement*, 7 marked *Proficient*, and 4 marked *Exemplary*. For standard 4D, Continuous Learning, 2 marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*.

Again, comments were a mixture of praise and actionable concern.

For communication, some members noted that the Superintendent had good interpersonal skills, is good with town officials, and communicates well with the School Committee. Other members noted transparency in the budget process, although a need for better year-round communication on budget and needs, not just during the budget season, was noted. It was noted that successes in the District, despite budget constraints, should be more widely celebrated. Finding a way to improve communication with families could be achieved with the aid of external professional development for the Superintendent.

For continuous learning and commitment to high standards, it was noted again that the School Improvement Plans were not accepted by the School Committee, and a desire was expressed that the SIPs be more closely aligned to District goals. Now that the Strategic Plan is in place, a need was noted to create rigorous professional learning goals with measurable outcomes. Again, the process by which principals are evaluated, both in a formative and summative manner, was a subject of concern, with one member noting a need for "difficult dialogues" with some principals and administrative staff to move actions, including computerized testing, into practice more quickly, with the Superintendent exercising more decision-making authority. There was a desire expressed to see more specificity in the District's professional development plan, again with measurable outcomes.

**Step 3** was for the School Committee to rate your overall summative performance. Two members marked *Needs Improvement*, 10 marked *Proficient*, and 1 marked *Exemplary*, for an average of *Proficient*.

**Step 4** was for the School Committee to rate your impact on student learning. Of the 11 members who completed this section, 1 marked *Low*, 6 marked *Moderate*, and 4 marked *High*.

*Step 5* was for the School Committee to add comments. Many members repeated comments they made under individual standards. Overall, a take-home theme is the need for greater detail in curricular planning, professional development, and instructional/technology plans, in addition to a need for assessment-driven decision making, particularly for curricular alignment and measurable educational improvement. Concern about the District's perceived lack of common curricular goals and standards within grade levels and for different subgroups of learners should drive the development of goals for the 2017-2018 school year. One member suggested that the Superintendent rate himself according to the District goals and Performance Indicators. The Committee recognizes the District's budgetary constraints, and appreciates your advocacy for the budget and communication with town officials. The Committee sees a need for a long-range budget plan, and communication with School Committee and the community when priorities change. The Committee notes a good start to work on social and emotional health efforts for our students, but stresses the need to remain vigilant and create assessable outcomes. Management of Central Office administration, including special education and business and finance, as well as building-level administrators for curricular and policy consistency, is an area for increased leadership to achieve the goals of the Strategic Plan.

Kenneth Mills, Chair  
Wachusett Regional School District Committee  
on behalf of the Committee

cc: Wachusett Regional School District Committee



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## **Best Practices in 360 Degree Evaluations for Superintendents and the Inclusion of Community Input**

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In this report, Hanover Research examines best practices in “360 degree” evaluations for superintendents, including methods to integrate community feedback into the process. The report uses real-world examples to supplement a broader literature review and to provide insight into how other public school districts are using the 360 degree model in their evaluation systems.

## Executive Summary

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This report provides an overview of best practices in 360 degree evaluations for school district superintendents, with particular focus on ways to improve the value of the feedback gathered, alignment with superintendent competencies, and methods to involve the community. The report uses real-world examples to supplement a broader literature review and to provide insight into how other public school districts are using the 360 degree model in their evaluation systems.

The report is structured as follows:

- ❖ **Section I: Best Practices in 360 Degree Evaluations:** The first section of the report offers an introduction to best practices in the implementation of a 360 degree evaluation model. This section further reviews the common data sources used in 360 degree evaluations of district superintendents and covers methods for data collection.
- ❖ **Section II: Best Practices in Community Inclusion:** The second section of the report narrows its focus to the inclusion of community members in the evaluation process. This section opens with an overview of best practices in the design and implementation of parent surveys, as the literature on the subject shows that parents remain one of the largest community stakeholder groups in the feedback and review process. The focus then turns to various methods for the collection of public input and considers an alternative model (*outside* the evaluation process) for community inclusion.
- ❖ **Section III: Examples of 360 Degree Superintendent Evaluations:** The third and final section of the report provides two detailed case studies of 360 degree evaluation models in use at two public school districts—one that uses a series of small focus groups to gather input and another that uses a common, online survey instrument.

## Key Findings

The research conducted for this report yielded the following key findings:

- ❖ In the launch of a 360 degree evaluation, one scholar recommends the use of a collaborative design team, a “top-first” approach to feedback, administration of a pilot test, and avoidance of early publicity.
- ❖ One source suggests three to seven rater groups as the standard for 360 degree evaluations in school districts. For example, one superintendent noted that his evaluation process collected input from members of the board,

teachers, administrators, support staff, and parents, but also considered the insights produced from a self-evaluation.

- ❖ In the private sector, input on 360 degree evaluations is sometimes limited to a very small number of respondents in each group targeted for feedback. Within the education sector, this does not necessarily need to be the case.
- ❖ Larger groups of parents or school staff may be invited to participate in a feedback survey. One scholar suggests that, in a random sample, a 25 percent response rate yields a confidence level of about 4 percent.
- ❖ While 360 degree evaluation surveys administered to a large group of employees, parents, or other community members is an approach that appears to be common and even recommended in the literature, there are districts that favor a more targeted data collection effort, either through focus groups or surveys administered to a carefully selected evaluation team.
- ❖ Some districts have invited the public to participate in online evaluation surveys focused on the superintendent's progress, while others have used focus groups to convene a small number of community members to provide input.
- ❖ Some school districts use performance standards set by the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) to evaluate their superintendents. Others have designed surveys unique to the district's established strategic goals and the superintendent job description.



## Section I: Best Practices in 360 Degree Evaluations

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Use of the 360 degree approach to evaluations captures input from multiple stakeholder groups. The model uses this “collective wisdom” to inform evaluators how the superintendent is perceived by teachers, principals, other staff members, parents, and local community members, among other groups. The approach carries the potential to solve some of the common problems associated with single source evaluations, including “lack of fairness, accuracy, credibility and usefulness to the evaluatee.”<sup>1</sup> If implemented correctly, the 360 degree approach can help school districts build a balanced and reliable evaluation system. This section of the report provides an introduction to best practices in the implementation of a 360 degree evaluation model and a review of the common data sources used in such evaluations of district superintendents.

### Best Practices in the Implementation of 360 Degree Evaluations

The successful delivery of a 360 degree evaluation depends on careful planning and implementation. The push for greater accountability, especially among school board members and state legislators, may lead to haste in the evaluation process in order to supply data for review. **A hasty approach, however, often results in disorganized, mass survey efforts, hesitance and fear among participants, and low response rates.** Drawing on several decades of research and work with superintendents across a diverse set of school districts, the **School Improvement Model (SIM) Center at Iowa State University recommends that school districts take a careful and thorough approach to the process in order to “provide validity and reliability to the data collected.”**<sup>2</sup> In an article published in *School Administrator* in October 2000, Dr. Richard P. Manatt, then director of the SIM Center, offered the following essential guidelines for implementation of a 360 degree evaluation process:<sup>3</sup>

- ❖ **Bring together individuals from all stakeholder groups** in order to form a “collaborative design team.”
- ❖ **Start with feedback to the top**—the school board, the superintendent, the superintendent’s cabinet, principals, etc.
- ❖ **Perform a pilot test of the procedure** in order to “debug” the process before it is implemented more broadly.
- ❖ **Avoid early publicity** that may instigate fear among teachers as they anticipate feedback or alarm parents about retribution for voiced criticisms.

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<sup>1</sup> Santeusano, R. 1997. “Using Multi-Raters in Superintendent Evaluation.” *School Administrator*.  
<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=15600>

<sup>2</sup> Manatt, R. 2000. “Feedback at 360 Degrees.” *School Administrator*.  
[http://findarticles.com/p/articles/mi\\_m0JSD/is\\_9\\_57/ai\\_77204880/?tag=content;coll](http://findarticles.com/p/articles/mi_m0JSD/is_9_57/ai_77204880/?tag=content;coll)

<sup>3</sup> *Ibid.*

Manatt also offers the following tips for 360 degree evaluation design, implementation, and follow-up:

- ❖ **“Seek an array of respondents.”**<sup>4</sup> The 360 degree evaluation process relies on feedback from multiple parties. Accordingly, districts should seek to gather as many insights as possible that can inform a review of the administrator or educator to be evaluated.
- ❖ **“Create a sampling procedure that fits the need.”**<sup>5</sup> In the private sector, input on 360 degree evaluations is sometimes limited to a very small number of respondents in each group targeted for feedback. Within the education sector, this does not need to be the case. Several pilot tests that SIM conducted in partnership with school districts revealed that the vast majority of teachers wanted the chance to provide feedback to the principal.
- ❖ **“Put the process in place over three years.”**<sup>6</sup> It is suggested that 360 degree evaluations should be phased in over a period of three years, with administrator evaluations conducted initially and teacher evaluations added in the second year. Parent input should not be included in the process until the third year.
- ❖ **“Publicize good examples.”**<sup>7</sup> This will signal to parents and teachers that the surveys and results were taken seriously. A positive review of the superintendent, for example, might be shared in the community newspaper, while principals might share aggregate feedback at faculty meetings.
- ❖ **“Apply sampling theory for parent surveys.”**<sup>8</sup> It is noted that “a random sample that generates a 25 percent response yields a confidence level of plus or minus 4 percent.”<sup>9</sup> One tactic to help improve the response rate from parents is to inform them that their children have already participated.
- ❖ **“Use an outside authority for validity.”**<sup>10</sup> External groups such as the SIM Center may provide “validity checks, reliability measures, and item discrimination.”<sup>11</sup>
- ❖ **“Use the feedback for improvement.”**<sup>12</sup> It may be appropriate to partner with an external consultant to coach administrators, whether in a group or one-on-one setting. Consultants may be used to process the 360 degree feedback and to help administrators recognize their strengths and weaknesses and to set realistic and appropriate growth goals.

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<sup>4</sup> *Ibid.*

<sup>5</sup> *Ibid.*

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*

<sup>8</sup> *Ibid.*

<sup>9</sup> *Ibid.*

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*



## Case Study: Riverhead Central School District and Bedford School District

### *Approach: A “Top-First” Implementation Model*

The superintendents of two school districts—Riverhead Central School District (New York) and Bedford School District (New Hampshire)—used a “top-first” approach in the implementation of a 360 degree evaluation process. The approach first gathered feedback on the superintendent, school board, and principals. In both districts, a random sample of parents and guardians was created from an enrollment file. A direct-mail survey was then administered, though, in both cases, a second mailing was required. When the returns from both mailings were combined, the districts achieved a 25 percent response rate. These responses were supplemented by feedback gathered through questionnaires distributed at school meetings. In each case, the evaluation process was managed by a stakeholders’ committee, while the SIM center processed the data.<sup>13</sup>

### Methods for Successful Data Collection

A review of the 360 degree evaluation processes in place at a variety of school districts suggests that **online survey instruments, evaluation forms, and focus groups may be used to gather input on a superintendent’s performance from multiple stakeholder groups.** Design of the survey instrument—or interview questions, in the case of focus groups—is a critical component of the 360 degree evaluation process, as **one of the more important considerations is how easily the information collected from the various stakeholder groups can be used to create a performance improvement plan.** Poorly designed survey instruments, especially “competency models” that demonstrate a narrow focus on technical or task-oriented skills, fail to provide administrators with the type of feedback they need to truly improve their leadership of a given school or district.<sup>14</sup> Indeed, the purpose behind a comprehensive, 360 degree evaluation of the superintendent is twofold: (1) to provide “oversight and public assurance that ... policies are being effectively implemented,” and (2) to supply the superintendent with input and feedback that will allow for professional growth and performance improvement.<sup>15</sup>

**Some school districts use performance standards set by the National School Boards Association (NSBA) and the American Association of School Administrators (AASA) to evaluate their superintendents.**<sup>16,17</sup> When Danvers Public Schools decided to adopt the 360 degree evaluation approach in 1997, for

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<sup>13</sup> *Ibid.*

<sup>14</sup> “Improving the Evaluation and Feedback Process for Principals.” National Association of Elementary School Principals. [http://www.naesp.org/resources/2/Principal/2009/J-F\\_p38.pdf](http://www.naesp.org/resources/2/Principal/2009/J-F_p38.pdf)

<sup>15</sup> “Superintendent Evaluation Handbook.” Oregon School Boards Association. P. i. <http://www.docstoc.com/docs/64349521/360-Degree-Evaluation-Feedback-Form-Sample>

<sup>16</sup> *Ibid.*, p. ii.

<sup>17</sup> DiPaola, M. 2007. “Revisiting Superintendent Evaluation.” *School Administrator*, 64:6. <http://www.aasa.org/SchoolAdministratorArticle.aspx?id=6672>



example, the superintendent relied on the AASA standards to “identify and define the competencies related to the job,” which were then formatted into a feedback survey.<sup>18</sup> As a more recent example, McCall-Donnelly Joint School District #421 used these standards as the basis for its 2012 community input survey, which will be profiled in Section II of this report. These standards, however, sometimes remain too broad, and school districts must adapt accordingly.

**While 360 degree evaluation surveys administered to a large group of employees, parents, or other community members is an approach that appears to be common and even recommended in the literature, there are districts that favor a more targeted data collection effort, either through focus groups or surveys administered to a carefully selected evaluation team.** For example, when Danvers Public Schools first launched its 360 degree evaluation effort, it allowed the superintendent to select members of the evaluation team. While an administrator may be apt to choose among his or her friends, “research shows that friendship does not bias evaluations.”<sup>19</sup> Furthermore, **safeguards such as Olympic scoring and anonymity in the survey process may be used to minimize the impact of biases.** A self-selected team of evaluators may include a range of stakeholders in line with the 360 degree approach, including teachers, principals, curriculum specialists, and parents. Similarly, **a focus group may be used to bring together a relatively small group of stakeholders to discuss and offer opinions on the superintendent’s performance in a group conversation that is led and monitored by a moderator.** This approach will be described in more detail within the context of Broward County Public Schools’ evaluation process, profiled in Section III of this report.

### **Data Sources for 360 Degree Evaluations**

The literature suggests that educators and administrators have found the multisource data collection aspect of 360 degree evaluations to be an integral component of individual teachers’ professional growth and whole school progress. According to one study of teachers’ perceptions of traditional and 360 degree evaluations in a suburban New York school district, only 29.6 percent of participants believed traditional evaluations to contribute to student achievement outcomes, compared to 66.7 percent of participants who believed the 360 degree feedback model to be more focused on student achievement.<sup>20</sup> The participating teachers further appreciated the multisource evaluation’s ability to help them identify professional development needs.<sup>21</sup> This has also been the case for 360 degree evaluations of superintendents.

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<sup>18</sup> Santeusano. *Op. cit.*

<sup>19</sup> *Ibid.*

<sup>20</sup> Mahar, J. and Strobert, B. 2010. “The Use of 360-Degree Feedback Compared to Traditional Evaluative Feedback for the Professional Growth of Teachers in K-12 Education.” *Planning and Changing*, 41:3/4, pp. 152, 156.

<sup>21</sup> *Ibid.*

In a 1997 article in *School Administrator*, Manatt writes that superintendents who have used the 360 degree approach for their own evaluations have found the data collection process to provide “valid and reliable means” for judgment of their performance.<sup>22</sup>

**One source suggests three to seven rater groups as the standard for 360 degree evaluations in school districts.** For example, one superintendent noted that his evaluation process collected input from members of the board, teachers, administrators, support staff, and parents, but also considered the insights produced from a self-evaluation.<sup>23</sup> **Manatt suggests the following potential data sources for teacher evaluations: peers, principals, parents, students, and self. He suggests that, if aggregated, these same sources can provide feedback for superintendents and school boards.**<sup>24</sup> A review of the evaluation practices of school districts suggests that community feedback can also be a critical part of the evaluation process. Each of the stakeholder groups suggested in the literature are examined in further detail below. A dedicated section of the report (Section II) focuses on parent and community inclusion.

In the **peer feedback** process, a colleague conducts a review of another colleague based on the same standards used by supervisors. For example, a teacher undergoing peer review would select a colleague that would be able to fairly evaluate him or her based on the same criteria that students and principals would use in the evaluation. Notably, peers do not necessarily always rate their colleagues on rules such as promptness or punctuality, but rather focus on their practices in the classroom.<sup>25</sup> One of the benefits of including peer feedback in an evaluation is its ability to support the “lateral integration of skill sets” within a particular work setting. Peer feedback further ensures a sense of accountability to the work team as a whole and promotes growth “technically and socially.”<sup>26</sup> While particularly useful within the context of teacher evaluations, peer feedback may be less prominent in superintendent evaluations, but may appear in the form of input from fellow administrators or the school board.

**Self-evaluation** is typically used to gather quantifiable results based on self-reflection. For example, a teacher or administrator undergoing self-evaluation might respond to various prompts on the methods or activities that they apply in their roles. Past research has suggested that educators’ self-perceptions more closely align with students’ ratings than with those of principals or other supervisors.<sup>27</sup> **A reflective**

<sup>22</sup> Manatt, R. 1997. “Feedback From 360 Degrees: Client-Driven Evaluation of School Personnel.” *School Administrator*. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=15598>

<sup>23</sup> Santeusano. *Op. cit.*

<sup>24</sup> Manatt. 1997. *Op. cit.*

<sup>25</sup> *Ibid.*

<sup>26</sup> “360 Peer Performance Appraisals.” HRD Strategies.

<http://www.hrdstrategies.com/organizational/performance/360peer.asp>

<sup>27</sup> Manatt. 1997. *Op. cit.*



**self-assessment prior to the evaluation process may also help superintendents communicate to evaluators their personal goals and their view of the progress made toward community or staff-related objectives over the previous year.**<sup>28</sup>

With federal legislation such as No Child Left Behind (NCLB) and Race to the Top (RTTT) pushing for a shift toward standards-based education reform, some school districts have opted to use **student achievement data** as another input in 360 degree evaluations.<sup>29</sup> Manatt suggests that student achievement gains may be measured by criterion-referenced tests in a pre-test/post-test format and the results calculated in a percentage-of-mastery report. He notes, however, that such a data set may require “several years of curriculum renewal, alignment, and assessment to develop.”<sup>30</sup> Aside from student achievement data, school districts may also solicit direct feedback from students through surveys.<sup>31</sup>

In the case of teacher evaluations, **principal feedback** plays an important role. A principal rates a teacher’s performance according to “observations, interviews, work samples, and examination of progress toward goals set by the teacher” over the course of a year or semester.<sup>32</sup> In the case of superintendent evaluations, feedback may also be solicited from school principals.<sup>33</sup> Feedback from **classroom teachers** and **school staff of all classifications** may be featured prominently in the evaluation process for superintendents, as the district’s employees will likely be one of the most eager groups to offer their opinions.<sup>34</sup>

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<sup>28</sup> Owczarek, T. 2011. “Revamping Our Evaluation.” *School Administrator*, 68:11, pp. 17-20.  
<https://www.aasa.org/SchoolAdministratorArticle.aspx?id=21158>

<sup>29</sup> *Ibid.*

<sup>30</sup> Manatt. 1997. *Op. cit.*

<sup>31</sup> As will be seen in Section III of this report, Hermiston School District collected input from students in its 360 degree evaluation survey. The survey results overview is available at the following link:  
[http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press\\_media\\_news/SuptSurvey08.pdf](http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press_media_news/SuptSurvey08.pdf)

<sup>32</sup> *Ibid.*

<sup>33</sup> Owczarek. *Op. cit.*

<sup>34</sup> As will be seen in Section III of this report, Hermiston School District’s survey collected input primarily from school employees. As another example, Broward County Public Schools organized focus groups for principals, as well as instructional and non-instructional staff. A description of the focus groups is available at the following link: <http://agenda3.broward.k12.fl.us/eAgenda/1599/43592/Files/evaluation.pdf>

## Section II: Best Practices in Community Inclusion

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In addition to the sources of feedback described in the previous section, community feedback in 360 degree evaluations can play a pivotal role in school board calculations. The way in which community feedback is gathered is usually tailored to the specific demands of a given school district, though some common practices are noted in the literature. For the purposes of this report, “community” is defined as all stakeholders outside of a school’s body of administrators and educators. This section of the report first provides an overview of best practices in the design and implementation of parent surveys, as the literature on the subject shows that parents remain one of the largest community stakeholder groups in the feedback and review process. The focus then turns to various methods for the collection of community input and provides case studies that detail the efforts of two public school districts to solicit public input in their superintendent evaluation processes.

### **Best Practices in the Design and Administration of Parent Surveys**

Insight into best practices for the administration of parent surveys comes from the Alaska Department of Education. The Department’s evaluation handbook for educators delineates the following practices. Though written with teacher evaluations in mind, the principles discussed below may be more broadly applied to superintendent evaluations.<sup>35</sup>

- ❖ **Parent surveys should use a global item that solicits information on overall satisfaction as the “central datum for evaluation decisions.”<sup>36</sup>** The Alaska Department of Education provides the following item as an example: “Were you satisfied with your daughter’s or son’s overall classroom experience as provided by this teacher?”
- ❖ **For context, parent surveys should incorporate questions that will help gauge how involved parents have been with the school.** For example, has the parent communicated with teachers to learn about classroom content and goals?
- ❖ **School districts should establish a minimum return rate and publicize that expectation in order to encourage the participation of parents.** The Alaska Department of Education suggests 60 percent as an appropriate goal for the return rate in order to ensure reliability, though this is notably higher than the 25 percent minimum cited by Manatt in his discussion of parent surveys.

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<sup>35</sup> “Evaluation Handbook for Professional Alaska (HB 465) Educators.” Alaska Department of Education, 106-107. <http://www.eed.state.ak.us/evaluationhandbook.pdf>

<sup>36</sup> *Ibid.*



- ❖ **As districts seek to interpret the survey results, the characteristics of parents should be taken into consideration.** It may be insightful to consider differences among parent populations, such as parents of children at certain age or grade level divisions.
- ❖ **Help teachers (or administrators) interpret the information gathered from parent surveys.** Educators and administrators may be unrealistic in their expectations for the survey results. Oftentimes, it takes years of experience to know that less than perfect ratings on surveys are the norm and not cause for alarm or disappointment.
- ❖ **Finally, it is important to “vary the frequency of parent surveys.”**<sup>37</sup> The Alaska Department of Education points to one source’s suggestion for annual parent surveys for newer teachers, but surveys at only two or three year intervals for more experienced educators who have demonstrated a consistent pattern of responses from parents.

### **Methods for the Collection of Public Input on Superintendent Performance**

Methods for the collection of community input fall into the two primary categories previously discussed in this report—survey administration and focus groups. The following pages discuss the efforts of two public school districts to collect public input through survey instruments. Section III of this report will provide insight into how focus groups can be used to better understand how community members perceive a superintendent’s performance and progress. Section III profiles Broward County Public Schools, which conducts focus groups with three constituent groups that fall outside of the district’s employee base and provide community input. These groups include general Community Representatives, Business Sector Leaders, and Parents.<sup>38</sup>

#### **Case Study: McCall-Donnelly Joint School District #421**

*Approach: An Online, Standards-Based Public Input Survey*

McCall-Donnelly Joint School District #421, located in Idaho, solicits input from the general public through the use of an online survey instrument. **The short, online survey—designed to be completed in just five to ten minutes—is made available to the public on the district’s website.** The invitation to participate notes that the survey data will be used by the Board of Trustees as they finalize the superintendent’s annual evaluation, with the ultimate goal being to use the data to

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<sup>37</sup> *Ibid.*

<sup>38</sup> A description of the focus groups is available at the following link:  
<http://eagenda3.broward.k12.fl.us/eAgenda/1599/43592/Files/evaluation.pdf>

improve performance.<sup>39</sup> **The nine-item survey made available to the public is based on the performance standards established by the American Association of School Administrators and National School Boards Association:**<sup>40</sup>

- ❖ Leadership and District Culture
- ❖ Policy and Governance
- ❖ Communications and Community Relations
- ❖ Organizational Management
- ❖ Curriculum Planning Development
- ❖ Instructional Leadership
- ❖ Human Resources Management
- ❖ Values and Ethics of Leadership
- ❖ Employee Relations

The survey describes each standard in detail, enumerating the performance indicators associated with each. **Following the description of each standard, the survey asks participants to rate the superintendent's performance as one of the following: Unacceptable, Needs Improvement, Good, Excellent, Outstanding.** The survey also gives a "N/A" option for each question, as well as an opportunity for participants to add **free-response commentary** (see Figure 2.1 on the following page for a sample question). The survey provides an opportunity for participants to submit a name, but does not require that they do so.<sup>41</sup> **The results of the public survey are factored into the superintendent's evaluation along with the results of three other surveys designed for employees, the leadership team, and the board.**<sup>42</sup>

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<sup>39</sup> "Performance Survey." McCall-Donnelly Joint School District #421.

<http://www.mdsd.org/Default.aspx?tabid=918>

<sup>40</sup> "MDSD Superintendent Performance Survey – Public 2012." McCall-Donnelly Joint School District #421.

<http://www.surveymonkey.com/s/HF6H5C5>

<sup>41</sup> *Ibid.*

<sup>42</sup> "Performance Survey." McCall-Donnelly Joint School District. #421. *Op. cit.*



**Figure 2.1: Sample Question, Public Survey of Superintendent Performance, McCall-Donnelly School District**

**Standard 1: Leadership and District Culture**

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, and understanding multicultural and ethnic differences.

Performance Indicators:  
*(Do not rate individual indicators. These are listed only to help you think about the standard.)*

- 1.1 Facilitates a community process to develop and implement a shared vision that focuses on improving student achievement.
- 1.2 Promotes academic rigor that focuses on learning and excellence for schools.
- 1.3 Creates and supports a community of learners that empowers others to reach high levels of performance to achieve the school's vision.
- 1.4 Models learning for staff and students.
- 1.5 Promotes understanding and celebrating school/community cultures.
- 1.6 Promotes and expects a school based climate of tolerance, acceptance and civility.
- 1.7 Develops, implements, promotes and monitors continuous improvement processes.

The superintendent's performance for Standard 1 is:

☐ Unacceptable ☐ Needs Improvement ☐ Good ☐ Excellent ☐ Outstanding ☐ N/A

Comments:

Source: McCall-Donnelly Joint School District #421

### **Case Study: Juneau School District**

*Approach: A Downloadable Evaluation Form for Community Input*

Juneau School District in Alaska solicits input from the local community through an evaluation form that is published online. **Rather than use an online survey tool, Juneau School District provides a downloadable (.pdf) evaluation form that community members can complete and return via mail or email to the Human Resources Office.**<sup>43</sup> Similar to the McCall-Donnelly survey, the Juneau School District survey provides an opportunity for participants to submit a name with their survey, though it is not required. Unlike the McCall-Donnelly survey, however, whether an individual submits his or her name has an effect on how the feedback is

<sup>43</sup> "Superintendent Evaluation Forms." Juneau School District.  
<http://www.juneauschools.org/announcement/2011/12/29/superintendent-evaluation-forms>

processed and used. Anonymous comments are discussed with the superintendent, but are *not* considered in the official evaluation. All signed forms are factored into the Board of Education's evaluation of the superintendent.<sup>44</sup>

The Superintendent Evaluation Public Comment Form is open to any community member who wishes to provide written feedback for the superintendent. The brief form asks participants to rate the superintendent's performance in **eleven broad areas** (detailed in Figure 2.2). The form also provides room for participants to comment on the superintendent's overall strengths and weaknesses and to make specific suggestions for improvement.<sup>45</sup> **Community input gathered through the public form is combined with staff feedback** and reviewed by the Board of Education in its formal review of the superintendent's performance.<sup>46</sup>

**Figure 2.2: Superintendent Evaluation Public Comment Form, Juneau School District**

Performance Ratings
<i>Select from: Excellent, Good, Fair, Poor, Don't Know</i>
Provides overall vision for the District.
Is an instructional leader.
Develops a strong, progressive, caring administrative team.
Displays strong administrative and organizational skills.
Communicates well to internal members of the organization.
Communicates well with external members of the community.
Is an advocate for high educational standards.
Articulates and supports the goals of the District.
Maintains and encourages inspiration, integrity, and honesty.
Provides direction for the allocation of resources as a means for achieving the District's mission.
Demonstrates initiative for providing direction that supports the District Mission Statement and Beliefs.

<sup>44</sup> "Superintendent Evaluation Form Public Comment Form." Juneau School District.  
[http://www.juneauschools.org/uploads/SuperintendentEvaluation\\_PublicCommentForm.pdf](http://www.juneauschools.org/uploads/SuperintendentEvaluation_PublicCommentForm.pdf)

<sup>45</sup> *Ibid.*

<sup>46</sup> "Superintendent Evaluation Forms." Juneau School District. *Op. cit.*



### Additional Questions

*Free-response format.*

Areas of strength.

Areas in need of improvement.

Specific suggestions.

Source: Juneau School District

### Community Inclusion Outside of the Evaluation Process

Community inclusion may occur *outside* of the official superintendent evaluation process, as well. **Danvers Public Schools, for example, used external data collection in its strategic planning process, identifying “key stakeholders in the greater school community and town whose thoughts, suggestions, and feedback should be solicited about current programs and the effectiveness of the school system.”<sup>47</sup>** The district used telephone interviews and focus groups to gather input from these individuals. The community members invited to participate in the strategic planning focus groups included members of the local town government, representatives of community partnerships, local clergy members, parents of Danvers Public Schools students, current students, and recent graduates, among others.<sup>48</sup>

The focus groups and interviews used **three key questions** to gather community input:

- ❖ What are your expectations of the Danvers Public Schools?
- ❖ In partnership with the schools, who has a role in contributing to the success of the whole child?
- ❖ What are your recommendations for ensuring every Danvers child has the opportunity for success in the 21st century?<sup>49</sup>

**Such a model for engaging community members in the strategic planning process would allow a district to gain insight into the concerns and expectations of members of the local community, without necessarily collecting feedback on the superintendent’s individual role in the district’s progress.** However, by considering community input in the formulation of the district’s strategic plan, the district would help ensure community approval of the overarching goals against which the superintendent’s progress would be evaluated.

<sup>47</sup> “Danvers Public Schools Strategic Plan, 2008-2013.” Danvers Public Schools. P. 2.  
[http://www.danvers.mec.edu/uploads/district/strategic\\_plan.doc](http://www.danvers.mec.edu/uploads/district/strategic_plan.doc)

<sup>48</sup> *Ibid.*, p. 5, 19.

<sup>49</sup> Bulleted questions reproduced verbatim from: *Ibid.*, p. 19.

### Section III: Examples of 360 Degree Superintendent Evaluations

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This final section of the report provides detailed profiles of two public school districts that use very different approaches to gather information for 360 degree evaluations. Broward County Public Schools uses multiple focus groups to gather information from a range of stakeholder groups, while Hermiston School District uses a single online survey instrument to solicit input from a wide range of individuals both inside and outside of the school district community.

#### **Broward County Public Schools**

##### *Approach: Individual 360 Degree Focus Groups*

Broward County Public Schools, located in Fort Lauderdale, Florida, is classified as a large suburban school district. The district serves more than 255,000 students in 325 schools.<sup>50</sup> Broward County amended its superintendent evaluation process for the 2009-10 school year. The district hired Dr. Bill Mathis, a management psychologist at Mathis Consulting Group, to help develop the new instrument, as well as to begin Board Training to improve the working relationship of the board and the superintendent.<sup>51</sup>

**The first step in Broward County's superintendent evaluation process is to convene eight initial focus groups to gather information that documents the superintendent's performance.** The eight focus groups represent the following constituent groups:<sup>52</sup>

- ❖ Business Sector Leaders
- ❖ Community Representatives
- ❖ Labor/Union
- ❖ Executive Leadership Team
- ❖ Principals
- ❖ Teachers (Instructional Staff)
- ❖ Non-Instructional Staff
- ❖ Parents

**All participants are selected by school board members for their unique knowledge of the superintendent's character and job performance.** Each group participates in a discussion with an outside facilitator. The facilitator asks each focus

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<sup>50</sup> National Center for Education Statistics. Common Core of Data.

[http://nces.ed.gov/ccd/districtsearch/district\\_detail.asp?Search=1&details=1&InstName=broward&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1200180](http://nces.ed.gov/ccd/districtsearch/district_detail.asp?Search=1&details=1&InstName=broward&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=1200180)

<sup>51</sup> School Board of Broward County Public Schools. "Superintendent's 3<sup>rd</sup> Annual Facilitated Evaluation – 2009-2010." <http://cagenda3.broward.k12.fl.us/cAgenda/1599/43592/Files/cvaluation.pdf>

<sup>52</sup> *Ibid.*, p. 1.



group to comment on several aspects of the superintendent's performance. Common questions addressed by all focus groups for the 2009-10 review included the following:

- ❖ Evaluate the success of the superintendent over the past year (the 2009-10 school year in this case).
- ❖ What can the superintendent do to show more leadership for the school district?
- ❖ What do you recommend for the board's support of the superintendent and successes in the coming year?

Furthermore, participants in most focus groups—the exceptions being the Business Sector Leaders and Parents focus groups—were asked to describe workforce morale, productivity, and the superintendent's leadership over the school year. The Community, Labor Union, Non-Instructional Staff, and Principal focus groups were also asked to describe how the superintendent made efforts to consider their input in the decision-making process and what could be improved in that area. The Community, Labor Union, and Non-Instructional Staff groups were also asked to describe what they would like to see from the superintendent in the coming year.

The following questions were tailored specifically for the remaining focus groups:<sup>53</sup>

- ❖ Business Focus Group:
  - Describe the communications and business partnership outreach the superintendent has exhibited during the last year.
  - How can the superintendent improve his relationship with the business community to be more effective next year?
- ❖ Executive Leadership Team:
  - How is the Executive Leadership Team/superintendent relationship working as you see it?
  - What can the Executive Leadership Team do to improve the District next year?
- ❖ Parent Focus Group:
  - Do you receive feedback and good communication when you approach your school's administration?
  - How has the superintendent's relationship been working with parents this past year?
  - What does the superintendent need to do to make parents a more integral part of the school system next year?

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<sup>53</sup> *Ibid.*, pp. 46-89. Reproduced with slight variation from the original text.

- ❖ Principal Focus Group:
  - How is the Executive Leadership Team/superintendent relationship working as you see it?
- ❖ Teacher Focus Group:
  - How well did the superintendent support teachers with their challenges this past year?
  - What specific efforts can the superintendent make for teachers next year?

**Once the group meetings have concluded, the external facilitator prepares a written document that includes a summary of comments, as well as a listing of all comments voiced in each group meeting.** Board members are given the opportunity to review comments from the groups during their evaluation of the superintendent. Board members participate in a similar facilitated discussion before the evaluation is completed.<sup>54</sup>

#### *Other Documents Used in the Evaluation*

In addition to the focus group summaries and comments, board members at Broward County Public Schools receive a packet comprised of several documents to aid in their evaluation of the superintendent. **The superintendent is asked to answer the same set of questions as board members, which is used as a self-assessment of performance.** A document with the superintendent's responses is presented to the board members for consideration during their evaluation.<sup>55</sup> **Another document enumerates the superintendent's performance goals for the previous year.** The superintendent is responsible for creating a list of school board, superintendent, and staff accomplishments related to each of these performance goals. To provide context for the evaluation, the superintendent's employment agreement is also presented to the board members for consideration. This legal document includes all past amendments to the agreement.

**The Broward County Public Schools Strategic Plan further provides important information on district-wide goals and objectives in the following areas:**

- ❖ Student Achievement
- ❖ Wellness and Safety
- ❖ Parents, Business, and Community Partnerships
- ❖ Employee Excellence
- ❖ Environmental Stewardship
- ❖ Innovation

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<sup>54</sup> *Ibid.*

<sup>55</sup> *Ibid.*, p. 105.



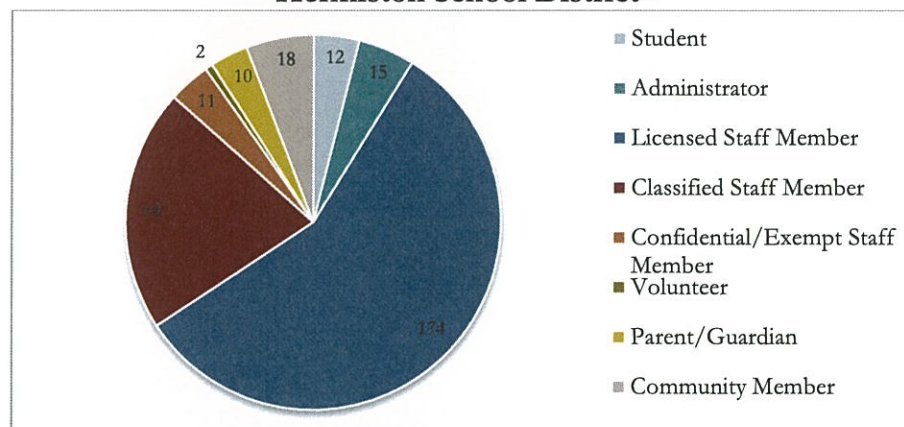
Combined, the focus group summaries and the documents described here provide a comprehensive picture of the district's and superintendent's strategic goals and his self-perceived fulfillment of those goals, as well as the opinions of numerous stakeholder groups as to how well he has worked toward those goals and supported and strengthened the area's public schools. With the help of the facilitator, the board creates a final written document that summarizes the superintendent's evaluation.

### Hermiston School District

*Approach: Combined 360 Degree Survey Instrument*

Hermiston School District in Oregon is a small district that serves a student population just shy of 5,000 students in ten schools.<sup>56</sup> Hermiston's evaluation policy calls for the annual evaluation of the superintendent to be based on demonstrated fulfillment of the administrative job description, alignment with any applicable standards of performance, and evident progress made toward the achievement of yearly goals set by the superintendent and/or the school board.<sup>57</sup> **For the 2008 superintendent evaluation, the district administered a single 360 degree survey that gathered input from multiple stakeholder groups, including school administrators and staff, students, parents, volunteers, and other community members.** Figure 3.1 on the following page depicts the breakdown of the respondent population.

**Figure 3.1: Number of Survey Respondents by Constituent Group, Hermiston School District<sup>58</sup>**



Source: Hermiston School District

<sup>56</sup> National Center for Education Statistics. Common Core of Data.

[http://nces.ed.gov/ipeds/data/districtsearch/district\\_detail.asp?Search=1&details=1&InstName=hermiston&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4106300](http://nces.ed.gov/ipeds/data/districtsearch/district_detail.asp?Search=1&details=1&InstName=hermiston&DistrictType=1&DistrictType=2&DistrictType=3&DistrictType=4&DistrictType=5&DistrictType=6&DistrictType=7&NumOfStudentsRange=more&NumOfSchoolsRange=more&ID2=4106300)

<sup>57</sup> "Evaluation of the Superintendent." Hermiston School District.

<http://policy.osba.org/hermiston/c/cbg%20g1.pdf>

<sup>58</sup> "2008 Superintendent Evaluation Process: Results Overview." Hermiston School District, June 4, 2008.

[http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press\\_media\\_news/SuptSurvey08.pdf](http://www.hermiston.k12.or.us/sites/hermiston.k12.or.us/files/File/press_media_news/SuptSurvey08.pdf)



Licensed staff members represented the largest single group of participants, with 174 of the 306 completed respondents. **Overall, the survey yielded responses primarily from *internal* stakeholders; administrators and staff members of all classifications (licensed, classified, and exempt) made up 86.3 percent of the survey population.** Combined, *external* stakeholders that might be considered under a broad “community” group (community members, parents/guardians, and volunteers) made up 9.8 percent of the survey population, while students represented just 4.0 percent of participants.<sup>59</sup>

**Rather than design targeted surveys for each constituent group, Hermiston used a single survey instrument, which asked participants to identify themselves as a member of one of the previously discussed groups.** The survey also asked participants to identify the location with which they were most closely associated, whether the district as a whole or one of eight individual schools, and to answer the following questions related to the superintendent’s vision, accessibility, direction, strengths, weaknesses, and goals (Figure 3.2).

**Figure 3.2: 360 Degree Survey Questions, Hermiston School District<sup>60</sup>**

<b>Agree or Disagree</b>
<i>Select from: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree</i>
I am encouraged and inspired by the District’s vision to become the premier school district in Oregon.
This year, the superintendent visited our schools and departments.
The superintendent is accessible to students, staff, parents, and community members.
The superintendent fosters community support and partnerships to benefit the students of the Hermiston School District.
I am confident in the direction the superintendent is leading Hermiston School District in.
<b>Areas of Strength</b>
<i>Select all that apply.</i>
Based on your experience and observations, which of the following would you identify as the superintendent’s strongest skill?
<ul style="list-style-type: none"> <li>➤ Community Leadership</li> <li>➤ Instructional Leadership</li> <li>➤ Organizational Management</li> <li>➤ Visionary Leadership</li> <li>➤ Interpersonal Relations</li> <li>➤ None of the above</li> <li>➤ Not enough information to answer</li> <li>➤ Other</li> </ul>

<sup>59</sup> *Ibid.*

<sup>60</sup> *Ibid.*



### Areas for Improvement

*Select all that apply.*

Which of the following is an area requiring continued growth/improvement for the superintendent?

- Community Leadership
- Instructional Leadership
- Organizational Management
- Visionary Leadership
- Interpersonal Relations
- None of the above
- Not enough information to answer
- Other

### Goal-Based Questions

*Select from: Strongly Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Strongly Disagree*

The superintendent has high expectations for student learning and achievement.

The superintendent provides focus for the improvement of instruction.

The superintendent's learning visits at my school were valuable.

Source: Hermiston School District

As illustrated in Figure 3.2, **the school district devised a single set of questions that were broad enough that multiple stakeholder groups could weigh in on the superintendent's performance.** The approach allows for cross-comparisons of individual stakeholder groups' opinions on the success of the superintendent during the year in question.

At Hermiston School District, responsibility for the administration of the 360 degree evaluation survey fell to the Human Resources department. The survey was administered via Zoomerang's online survey software and respondents were able to complete the survey anonymously.<sup>61</sup> From the information available online, however, it is unclear how the survey sample was created or how invitations to complete the survey were delivered to potential participants. Furthermore, the district does not publish information that explains how the 360 degree evaluation survey is integrated into the school board's official review of the superintendent's performance. One important practice that the district does demonstrate is communication with the community regarding survey results. **Hermiston published on its website a brief review of positive feedback gleaned through the survey**, including data on three questions which resulted in more than 89 percent positive answers (defined as responses of "somewhat agree" or "strongly agree"). Importantly, **the brief article also linked to the full survey results.** This type of communication should help participants see that their input was reviewed and valued in the evaluation process and may help encourage greater participation in the future as teachers, administrators, parents and community members recognize the importance of their feedback.

<sup>61</sup> "Results of 360 Degree Evaluation Survey for Superintendent Fred Maiocco." Hermiston School District. <http://www.hermiston.k12.or.us/SuperintendentSurvey08>

## **Project Evaluation Form**

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