

**NEWBURYPORT SCHOOL COMMITTEE  
SCHOOL COMMITTEE MEETING  
Monday, July 30, 2012**

Newburyport High School  
Meeting Convened at 7:05 PM

Room 118  
Vice-Chairman Cheryl Sweeney Presided

**Present:** Bruce Menin, Steve Cole, Cheryl Sweeney, Mayor Donna Holaday, Nick deKanter, Audrey McCarthy, Dan Koen

**CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE:**

Vice-Chairman Cheryl Sweeney called the meeting to order at 7:05 PM. Ms. Sweeney called for a roll call, which found all members present. All those present stood for the Pledge of Allegiance.

**READING OF MISSION STATEMENT:**

Ms. Sweeney read the Newburyport School Committee Mission Statement.

**CONSENT AGENDA:**

**Motions**

**Minutes**

On a motion by Bruce Menin and seconded by Dan Koen it was

**VOTED:** To approve, receive and file the Regular School Committee Meeting minutes of Monday, July 23, 2012.

**Motion Passed Unanimously**

**SUPERINTENDENT EVALUATION BY THE SCHOOL COMMITTEE:**

**Background Information:**

The School Committee agreed to a process of evaluating the Superintendent. The Superintendent presented his self-evaluation to the Committee in open session on Monday, July 23, 2012. Cheryl Sweeney recapped last weeks' meeting and gave information regarding the new evaluation system. The Superintendent is being evaluated on four (4) new standards.

Each School Committee member, starting at Standard 1, gave their commentary and evaluation on each standard. After the Committee had all given their evaluations on Standard 1 the Committee moved on to Standard 2 and so on. Each Committee member evaluation is given here, but the commentary of each member is listed in the attached full evaluation.

**Standard 1 – Instructional Leadership – The Superintendent promotes the leadership 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.**

<b><u>COMMITTEE MEMBER</u></b>	<b><u>EVALUATION</u></b>
Cheryl Sweeney	Needs Improvement
Mayor Donna Holaday	Needs Improvement
Nick deKanter	Proficient

<b>Audrey McCarthy</b>	<b>Needs Improvement</b>
<b>Dan Koen</b>	<b>Needs Improvement</b>
<b>Bruce Menin</b>	<b>Needs Improvement</b>
<b>Steve Cole</b>	<b>Needs Improvement</b>

**Standard 2: Management and Operations: The Superintendent promotes the learning and growth of all students and the success of all staff, ensuring a safe, efficient, learning environment using resources to implement appropriate curriculum, staffing and scheduling.**

<b><u>COMMITTEE MEMBER</u></b>	<b><u>EVALUATION</u></b>
<b>Cheryl Sweeney</b>	<b>Proficient</b>
<b>Mayor Holaday</b>	<b>Proficient</b>
<b>Nick deKanter</b>	<b>Needs Improvement</b>
<b>Audrey McCarthy</b>	<b>Proficient</b>
<b>Dan Koen</b>	<b>Proficient</b>
<b>Bruce Menin</b>	<b>Proficient</b>
<b>Steve Cole</b>	<b>Needs Improvement</b>

**Standard 3: Family and Community Engagement: The Superintendent 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 schools and district.**

<b><u>COMMITTEE MEMBER</u></b>	<b><u>EVALUATION</u></b>
<b>Cheryl Sweeney</b>	<b>Proficient</b>
<b>Mayor Holaday</b>	<b>Proficient</b>
<b>Nick deKanter</b>	<b>Proficient</b>
<b>Audrey McCarthy</b>	<b>Proficient</b>
<b>Dan Koen</b>	<b>Proficient</b>
<b>Bruce Menin</b>	<b>Proficient</b>
<b>Steve Cole</b>	<b>Needs Improvement</b>

**Standard 4: Professional Culture: The Superintendent promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations and continuous learning for staff.**

<u>COMMITTEE MEMBER</u>	<u>EVALUATION</u>
Cheryl Sweeney	Needs Improvement
Mayor Holaday	Needs Improvement
Nick deKanter	Needs Improvement
Audrey McCarthy	Needs Improvement
Dan Koen	Needs Improvement
Bruce Menin	Needs Improvement
Steve Cole	Needs Improvement

**Superintendent Comments**

Superintendent Dr. Marc Kerble spoke of the numerous people who had aided him immeasurably during this past year; these included Cathy Manning, his staff, principals, faculty, and Bruce Menin and Cheryl Sweeney. He stated he had made a decision to go forward at the beginning of this school year with the new evaluation system, but felt he had made a mistake. He thanked the Committee for their honesty, and stated he had done the best he could and will continue to do so. He commented on the fact that he would be running the Yankee Homecoming 5K road race.

**PUBLIC COMMENT:**

**Dr. Ralph Orlando, 4 Wm. Hall DR. CONCERN:** He stated we need to come up with money, develop cost savings, and get Mass Tell information out to the public. He commented on the new teacher evaluation, student achievement, time on learning, foreign language and science at the high school.

**ADJOURNMENT:**

**Motion**

On a motion by Mayor Holaday and seconded by Dan Koen it was

**VOTED:** To adjourn the meeting at 8:49 PM.

**Motion Passed Unanimously**

## 2011-2012 Evaluation of School Superintendent Dr. Marc Kerble

### Process Summary

Consistent with our statutory obligations, the Newburyport School Committee has completed its evaluation of Dr. Marc Kerble. Because we chose to pilot the new Educator Evaluation system, a few words describing the process will be helpful.

The state has implemented a comprehensive new Educator Evaluation system. The project is both complex, and has tremendous, constructive implications for education in the Commonwealth. As a result, at all levels, it is being phased in over several years. The first actual run-through for the system will be spring, 2013, when part of our teaching corps and administrators will be evaluated using the new rubrics that have been created.

At the urging of the Superintendent, we looked at the draft rubric for the Superintendent evaluation that was circulated in January of this year. He volunteered to be evaluated under the new system. We agreed.

It is fair to point out that each member of the School Committee determined how he or she would use the draft Superintendent rubric in evaluating Dr. Kerble; no uniform application was proscribed. As a result, this evaluation reflects varying degrees of reliance on the rubric, with some of us applying the rubric framework rigorously, others using it for guidance. While we recognize that doing so creates some level of inconsistency, we appreciate the willingness of the Superintendent to encourage our efforts to understand the new evaluation system.

In considering the performance of the Superintendent, each Committee member brings a perspective and view that is unique; as a result, contained within you will find a uniformity of opinion on some items, and a great divergence on others. The evaluator's notes explain some of this.

The new Educator Evaluation system requires a School Committee to assign a rating of Needs Improvement if, in the opinion of the Committee, the Superintendent receives an overall rating of NI in the area of Instructional Leadership. That is the case here. A rating of NI obligates a School Committee to work with the Superintendent to create a plan to address any issues that have been raised. Both the Superintendent and the School Committee are ready to that.

In 2013, the Educator Evaluation process will be operational, with full use of the rubrics. We appreciate the opportunity we have had to work with the new system, and appreciate the willingness of the Superintendent to volunteer.

The overall process we followed was:

1. The Superintendent completed a self evaluation based on the standards and rubrics, and provided the School Committee with evidence of his accomplishments.
2. Each School Committee member individually rated the Superintendent and wrote comments supporting the rating for each of the four Standards.
3. Each school Committee Member presented their evaluation in public meeting to the Superintendent.
4. At the direction of the Chair, all evaluations have been compiled into this document.

## **Standard 1- Instructional Leadership**

**The Superintendent (*Dr. Kerble*) promotes the leadership 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**

### **Overall Rating: Needs Improvement (6-1)**

In considering the draft Rubrics promulgated by DESE, the Superintendent, was generally proficient in many of them. While there were numerous mentions of things that have gone well in this area, from setting and communicating high standards in curricula, and tying to the new core standards and twenty-first century learning skills, inclusionary practices, and the application of data in decision making, members of the School Committee were consistent on the areas of curricular weakness that must be addressed. In order of number of times they are listed by committee members they are:

- Science curriculum
- Math 4-8
- Foreign Language
- STEM
- TOL at HS
- PBE
- Music @ Elementary

Other areas of concern mentioned by school committee members include:

- Setting Priorities according to Strategic Plan
- Monitoring that teacher evaluations are completed by all principals according to district requirements.

Finally individual members also mentioned the following as areas of concern:

- Focus actions on instructional areas with clear benchmarking Focus on New Teacher Evals will take away from student Achievement
- Needs to spend more time in classroom
- Training of Principals
- Mapping taking too long
- Partnerships with higher education
- Exit interviews for departing principals
- Purposeful plan for data driven decision-making
- Pre-referral process

## **Standard 2: Management and Operations:**

**The Superintendent promotes the learning and growth of all students and the success of all staff, ensuring a safe, efficient, learning environment using resources to implement appropriate curriculum, staffing and scheduling.**

### **Overall Rating: Proficient (4-3)**

Just as there was a close balance between school committee members who rated the Superintendent Proficient (4 ) and those who rated him NI (3) comments showed a balance of strengths and weaknesses in this standard. Having said that, there are two areas of concern that was mentioned by all School Committee members: The **retention and recruitment of principals** and the development of a **cohesive central office team**.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Anti-Bullying policies</li> <li>• Drug policy and administration</li> <li>• Established/maintained positive systems to ensure the safety and health of students</li> <li>• Establishment of wellness advisory board</li> <li>• participated in the school building project</li> <li>• Efforts behind 990 issue</li> <li>• Changing the times of Administrative Meeting to after school so that the Principals remain in their building more during the instructional day.</li> <li>• Involvement of admin team in budget process</li> </ul>	<ul style="list-style-type: none"> <li>• Retaining and recruiting administrators</li> <li>• Rebuilding a central office team, role definition, job descriptions</li> <li>• Input from SC in budget process</li> <li>• Tying efforts to strategic plan</li> <li>• Mass Tell results/ faculty confidence</li> <li>• 990 issue poorly managed</li> <li>• Using data to evaluate safety and bullying programs</li> <li>• Use of data to determine facilities needs</li> </ul>

### **Standard 3: Family and Community Engagement**

**The Superintendent 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 schools and district**

#### **Overall Rating: Proficient (5-2)**

Dr. Kerble received high marks from all Committee members for his involvement with community organizations and visibility in the district; nonetheless, two areas of concern were mentioned multiple times: broad communications and customer focus.

#### **Strengths**

Dr. Kerble is very visible in the school district and routinely is seen at events at schools.

He effectively advocates for our schools attending Chamber, Rotary, NEF, EBC, Youth Services and many other functions within the community.

#### **Weaknesses**

##### **Communications**

- strategy
- web site

##### **Customer focus:**

- Ad Hoc follow through
- Managing parent requests for information
- Fear of retaliation for input from students/parents

x-2 not fully implemented

Public input into budget

Balancing parent-run vs. parent engagement

## **Standard 4: Professional Culture**

**The Superintendent promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations and continuous learning for staff**

### **Overall Rating: Needs Improvement (7-0)**

Three issues came to the forefront as concerns for the area of Professional culture, and were mentioned by almost all school committee members in one form or another:

- Taking Vision from words to reality
- Managing Conflict: Issues in Central Office: Leadership team not always on the same page
- Mass Tell Survey results/ staff trust

Other related issues included

- Trying to accomplish too much without clear plans and objectives
- Lack of esprit de corps
- Better communication with staff, amongst staff and faculty and with parents
- Consistent and measurable support for principals
- Clarity in scope and goals for ad hoc's; follow through
- Update school policies regarding gender identity

On the positive side there was consensus on praising the superintendent for having a vision, which he articulated consistently; also mentioned were his work and the impact of RENT and the National Art Honor Society.

Individual comments on each standard are on the following pages.

## Standard 1- Instructional Leadership

**The Superintendent (*Dr. Kerble*) promotes the leadership 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**

Person	Comments	Score
DH	<p>Dr. Kerble brings great energy and enthusiasm to his position as Superintendent of the Newburyport School System. He has completed a thorough Entry Plan assessment of the schools and has devoted much time to review of data, assessments, site-based meetings, classroom observations and professional development. Although he holds all educators and administrators to rigorous standards, he must focus his actions on key curriculum and instructional areas with clear and defined benchmarks ie., science curriculum at the high school, ELA and math in grades 4-8, foreign language in the middle school, STEM, PBE and ensuring the high school meets time-on-learning. Although the new teacher evaluation system is to be implemented this year, there are concerns that this will supersede the time needed to focus on student achievement and critical curriculum areas. Spending additional time in classrooms is also a concern as this should be a key role of site-based administrators with reports back to the Superintendent during bi-weekly supervision. Dr. Kerble has also placed an enormous amount of responsibility on the Assistant Superintendent of Curriculum and priorities and benchmarks must be established here as well. Finally, the Strategic Plan, developed through tremendous efforts of the school and community members, should be used as a guiding tool for the continued advancement of our schools. School Improvement Plans, curriculum, technology, budget decisions, community engagement etc. should be directly connected to this plan with regular updates to the School Committee. The plan may require additional updates and/or modifications but it is an important tool.</p>	<b>NI</b>
CS	<p>The Superintendent has shown leadership in curriculum revision at the Brown and Bresnahan Schools which have resulted for the most part in clearly defined expectations, appropriate rigor for our students, and an adoption of the inclusion model in classrooms. I believe that every member of our district fully understand that student achievement is our common vision, and that goals have been developed at the district level to that end. The Superintendent needs to continue to insure that we are meeting the needs of all students in our classrooms with the delivery of instruction in a tiered model, best inclusionary practices, and rigorous assessment that defines further instructional goals. The Superintendent realizes that there are some specific needs at the Molin, Nock, and HS in terms of focusing on curriculum to insure that all students are appropriately challenge. This past year he has focused time and energy on the HS Science Department. As a result, curriculum mapping should be finished, rigor and consistency should improve, and students should be better prepared for Advanced Placement instructional and testing opportunities. Continued improvement in this area needs to continue.</p> <p>The Superintendent needs improvement in monitoring evaluations for district personnel. He needs to develop strategies for monitoring progress and timely completion as this was a weakness. The Superintendent references his binder of information as evidence for Standard I accomplishments but it is missing strategies and outcomes which would make the document much more compelling. The Superintendent has realized that we need to develop an action plan for the pre-referral process. Too many students were in the category of “no findings” which has a direct effect on our resources. I would agree that the</p>	<b>NI</b>

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referral rate was excessive this year in light of the fact that there is continued work needed in the area of Instructional Leadership, overall the Superintendent rates Needs Improvement on this standard.

BM	<p>Superintendent Kerble deserves credit for the significant progress, overall, that has occurred with elementary school curricula, and in focusing on early learners, with early literacy in math and reading in particular. As he predicted, we have seen significant improvement in assessment and outcomes at the Bresnahan and Nock. Significant curricula challenges remain at the middle school and high school in several areas, all of which the Superintendent has identified and has been formulating strategies to address. In considering the draft Rubrics promulgated by DESE, the Superintendent, was generally proficient in many of them. He clearly set high standards for curricula content and delivery, but was inconsistent in ensuring these standards were met in science at the high school; this weighed heavily in my scoring this standard. While changes are now underway in many cases, issues included the need to strengthen the alignment and delivery of the science curricula – the depth, breadth and rigor in high school science. Consistent with district needs, he will be recommending a plan for restoring foreign language at the middle school; initiating a system-wide STEAM strategy; continuing to rebuild performing arts at the middle and high school. In each of these areas, while there is room for improvement, the Superintendent has identified appropriate and utile areas of and strategies for demonstrable development; in many cases, as the school year ended, he had already begun to implement those strategies and ideas. For example, as the school year closed, the Superintendent initiated important and needed (identified) changes to ensure that his principals were able to balance planning time with their peers against the need to be in their buildings, working with teachers to support ongoing efforts to improve student achievement. In this standard, In his visits to classrooms, the Superintendent was able to identify and recognize best practices, and provide very constructive feedback to staff. I feel confident that the Superintendent understands the challenges, understands that in many ways, he has had to address issues that were either long-standing, or had been created by or impacted by the lack of or actual loss of resources. I expect that he will continue to move the school district forward, demonstrate leadership and work collaboratively with teachers, building administrators, and the community. While acknowledging the progress we have made at the elementary level, there is work to be done at the middle school and the high school. The Superintendent, through his articulated areas of development, will be demonstrating the educational leadership at the upper grade levels that has been productive in the elementary schools.</p>	NI
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SC	<p>Within the curriculum there is inconsistent evidence of strategies or a well-developed plan to use them. Example, define “what are the strategies leading to the vision?” Curriculum is not identifiable in some areas. There is less than consistent evidence that measurable outcomes, such as performance feedback, is folded into any planning process to assess and improve progress. There is no</p>	NI
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plan to identify and establish strategic performance indicators that would demonstrate a structured approach to using data. Example, there has clearly been a pattern in a science at the high school that would indicate that a less than adequate strategy was used to address it.

No evidence of how principal practice and artifacts are ensured or recorded in order to evaluate effective teaching strategies and including this information in unit plan review (no mention of recording data or observation as the basis of sharing knowledge of this process).

The superintendent does not consistently attend faculty meetings to observe how principals are using the time to promote strategies to help teaching and learning.

Evidence of frequency and history of assessment reviews to show consistent meetings is not available.

Evidence shows that the superintendent could better monitor these data reviews and consequent plans for adjustments and interventions.

Evidence shows that tracking systems are not being consistently deployed in terms of current evaluations. Some teacher evaluations were not completed in year 2011-2012.

Evidence of specific and constructive support for administrators is not consistent.

Signed exit interviews by principals leaving the district would provide evidence of critical and constructive feedback, as well as detailing the degree and quality of support received.

Evidence also shows gaps in alignment between judgment about practice and student learning data, notable with high school science.

Regarding data-informed decision making, there is no evidence of a purposeful plan. There is no evidence that the sum of initiatives is part of a purposeful and deliberate plan. There is not a clear leadership system that drives improvement of all processes based on data from stakeholder groups.

Evidence of attention to a strategic plan is limited. The development of a strategic plan, characterized by quality, is done via a consensus-based process and is one of the vital elements of an overall quality school district.

Consensus plays an important role. Achieving consensus on strategy and decision-making may be as highly valued as is the collegial nature of faculty within traditions of district leadership. There is no evidence or mention of consensus, or its importance in this section.

NK

Overall, I would rate the superintendent proficient in the area of “what and how we teach”. Having said that, I am concerned the slow improvement in curriculum and instruction such as Molin and Nock math, middle school world languages, high school science and elementary school music and other pockets of concern that have been identified. The superintendent is to e commended for his efforts to establish working with the common core, twenty-first century skills the new evaluation system, and the nacent data driven instruction,

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DK *Your Accomplishments and areas for development appear reasonable.  
I feel you need to champion excellence in education at all grades and all abilities.  
There needs to be district wide continued improvement in all aspects of  
Curriculum instruction, assessment and evaluation* NI

AM I like the goal of training principals on strategies that implement best practices, I believe this will foster consistency among our schools. Of concern is the ongoing issues of the science program at the high school and not hearing that concrete changes have been made. I was confused with the supporting documentation in the black binder under "curriculum". "High expectations" is a vague term and without a measurable standard it is left to ones interpretation. I am not sure of what a reasonable time frame is for "mapping", it has been discussed for some time and I wonder if it could have been completed by now. Finally I was hoping for more progress on development of partnerships with high educational institutions on our area. NI

**Standard 2: Management and Operations:**

**The Superintendent promotes the learning and growth of all students and the success of all staff, ensuring a safe, efficient, learning environment using resources to implement appropriate curriculum, staffing and scheduling.**

Person	Comments	Score
DH	<p>In regards to 2a. Environment, Dr. Kerble demonstrates proficiency in this area and has established/maintained positive systems to ensure the safety and health of students through regularly scheduled meetings with school nurse, public safety and administrators. Anti-Bullying policies and procedures are in place and responses to incidents appear to be effective. School Committee members have raised the issue of implementing a Restorative Justice program, particularly at NHS and this should be explored this year. Dr. Kerble was supportive and actively participated in the school building project initiatives as a member of the School Building Committee and through the Port Pride Campaign. It is critical as the building projects begin that there are clear plans for instructional practices, process for addressing issues that will arise, and good communication to families, students, teachers and the community.</p> <p>Human Resources and Management and Development: As a School Committee, I have concerns regarding the hiring process and losing two principals. The process was flawed during the initial search for the middle school principal and timing to hire in June/July does not generate the full potential candidates that may apply if opened in December/January. Additionally, mentoring of principals should have started much earlier in the school year.</p> <p>Dr. Kerble does support systemic planning, team culture, shared leadership and encourages teacher development, however, process and extensive meetings must then translate to specific action steps and benchmarks. This must also include rebuilding a strong central administration team where each administrator must be equal and respected partners with manageable workloads and improved communication.</p>	<b>NI</b>
CS	<p>Overall, I would rate the Superintendent as Proficient for Standard II. I believe we have a strong Bullying Policy that has clearly defined procedures, strategies, and outcomes. Continued monitoring to insure a safe environment for all students is an ongoing goal in my opinion. The Superintendent has taken several positives steps toward this end including the formation of a Wellness Advisory board, the monitoring, reporting and actions taken concerning drug use at the HS, and recognition of the results of the Youth Risky Behaviors Survey. I do believe that the Superintendent needs to deal with some of the results of the Mass Tell Survey and come up with a plan to address certain issues within it such as the teachers' role in decision making in the district. He also needs to address strategies and practices for retaining and recruiting members of his administrative team so as to minimize disruption at each of our schools. I am pleased with Dr. Kerble's plans for encouraging staff in their pursuit of new licensure opportunities and then promoting worthy candidates from within. Dr Kerble has acknowledged the need for changing the times of Administrative Meeting to after school so that the Principals remain in their building more during the instructional day. But, as part of his artifacts I would like to see evidence of his systems of management, strategies, actions, and outcomes. I would like to encourage the Superintendent to develop a policy for "exit interviews" as this is</p>	<b>P</b>

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an important assessment device for the district.

I would also encourage the Superintendent in his continued involvement with our two building projects by meeting with the facilities manager and the OPM on a frequent basis as we move forward. I would also like to see him form a transition team comprised of teachers and administrators. I feel we are stepping forward positively in this standard.

BM

Much of my own assessment of the performance of the Superintendent in this area aligns with his own self-evaluation. He has become increasingly attentive to school cultures, certainly the safety of students and staff. Two areas of ongoing improvement, which the Superintendent has recognized as areas of challenge and has already made enough progress to merit my rating of proficient, have to do with pushing the High School to reach the magical 990 standard for time on learning; and the identification of best practices around the issues of high school student use and abuse of substances on and off-site. As for 990, the Superintendent seemed able to break through what had been a dialogue of at least 3 years duration and drive a solution that will address the issue, which had been a problem for a number of years and had reached a level of urgency when it was cited as a civil rights violation by the state. He has opened a dialogue with the community about substance abuse and use among students; he has pushed for consistency in the response to this issue as it emerged in ways that affected a number of students in the athletics programs at the high school. Though the high school has focused on possession and enforcement, and punitive consequences, through the efforts of the Superintendent, there is productive conversation beginning about piloting a new model of accountability and responding to these issues. While the de-criminalization of marijuana has complicated the issue, alcohol use and abuse remains a far more significant issue, and I expect the Superintendent to continue to look for new strategies and collaborations to address this issue. I differed with the Superintendent in his self-evaluation rating around his work on the budget. The budget process this year began earlier, engaged his administrative team to a much greater degree than before, encouraged de-centralized, school by school decision-making; his openness to changing the hearing structure at the Mayor's request to site-based hearings was a significant step forward. While I agree he could have asked the SC for their own priorities, the changes he initiated with his own team to make the process a more empowering and accountable one were very significant and had long-term value as an investment in site-based management. The overall budget reflected district, and to a significant extent, SC values. Timely fiscal reporting was complicated by the significant time spent by the Assistant Superintendent on critical tasks assigned as part of the School Building initiatives.

P

In the future, the new Charter will constructively impact our budget process, and drive a more unified, citywide budget process. By continuing to engage the community in the budget conversation earlier in the year, linking the budget process more closely with the SIP process, and engaging teachers and the community in the process the Superintendent, will promote continuous improvement in budget creation.

SC

No evidence of the establishment of a regularly scheduled meeting involving a panel of public safety representatives, youth services and other stakeholders regarding student safety.

NI

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It is unclear whether the superintendent in a way that provides intelligence and data to help determine school district needs in the facilities area is monitoring school facilities.

Data from the YRB Survey show a significant number of students reporting being bullied over the last 12 mos. Evidence of follow-up via the schools anti-bullying policies and procedures is not available, nor is a report or summary comparing the reported incidents of bullying and the data reported in the survey. Only a brief anecdotal description of action is provided. Specific requisites would support and help provide a foundation for students to take ownership over addressing bullying and other behaviors that threaten students social and emotional well being.

Evidence is not consistent to demonstrate a cohesive approach to recruitment, hiring, induction, development and career growth that promotes high quality and effective practice through hiring and recruitment strategies and practices, development and systemic planning, team culture and shared leadership (some efforts could be termed as being divisive).

Regarding the addition of an assistant superintendent job in Nov. 2011, there is yet to be a job description defined or otherwise developed for this position, as was discussed at the time of School Committee approval of this position. Existence of such a description may ensure complementation of tasks and duties amongst central office administrators and better demonstrate a more cohesive approach than without one.

Evidence shows that through the superintendent's leadership effective administrators have not been consistently identified (LM hired without principal ship experience, later when resigned supt. stated that he wanted someone with more experience; a single Nock candidate first brought forward, background praised in the local newspaper, and then the candidate was withdrawn).

There is no mention or evidence of the use of exit interviews for administrators leaving the district, or for department heads leaving their positions at a school. Such a document, signed by the employee could provide data related to the induction, support and effectiveness of job embedded professional development.

Evidence is not clear as to how the superintendent has endeavored to support the efforts of teachers to be administrators and achieve a license.

The superintendent has determined that there were too many disruptions for principals and plans to change administrators meeting schedule pattern for the 2012-2013 school year.

A plan to minimize disruptions while developing the school budget is not yet developed.

There is no evidence of a plan for the superintendent to spend more time learning about laws and policies in regards to special education, as the superintendent has stated that he "needs" to do.

In the absence of regular strategic plan reviews there is limited evidence to show a strategy to fully reflect the vision and mission of the school district. There is no

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evidence of a strategy communicated throughout the district that links all projects, programs, initiatives and objectives that are also driven by the strategy.

There is no evidence of a way for School Committee members (less than a quorum) to present its priorities to budget meetings where administrators make decisions (non personnel) on deficit reductions that could eliminate those priorities.

NK	This is an area in which I rate the superintendent as needs improvement. The superintendent needs to do a better job of establishing a work environment which both challenges and motivates all employees, but especially his direct reports. Turn-over in principalships, and succession planning is a concern and adequate supervision, and resource coordination issues need to be resolved. Time on learning is still an issue, not only at the high school where we have worked on the very visible 990 issue, but also throughout other schools. We have toyed with EDL at the middle school, but it seems to be relegated to a back burner issue.; if we want to add World Languages back effectively, and have adequate time for technology instruction and music theory and practice, we need to keep this at the forefront. Finally, central office assurances do not match parent comments about how the half of half days that is intended for classes is being used.	NI
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DK	The accomplishments and areas for development seem reasonable. Additional hiring practice should include retention. Large amounts of staff development should be yielding more staff looking to move up to administrative positions from within. This should dramatically simplify the hiring process by offering positions to staff that are already familiar with the stories behind the stories. Newer staff takes a longer time to understand the district This practice can also trigger an increased level of performance from administrators. Additionally exit interviews should be conducted to drill down all rationales for staff's firing of Newburyport as their employer. The information garnered needs to be assessed and evaluated for evidence that promotes improved district management goals. The budget process needs to continue to evolve to an informative enlightening public process that clearly describes what is required to fund all aspects of the districts budget.	P
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AM	I believe Dr. Kerble wants success for all of Newburyport's children and I am encouraged by his goal of increasing his knowledge of special education laws. Disappointed in budge priority or lack of priority of foreign language at the middle school, especially since this apparently has been discussed as a priority for last few years. I think it has been given attention only since parents have put the pressure on the administration to fund this program. I think we have done well with our plant maintenance, wellness and I am encouraged by the focus on the arts with the h.s. band etc. I think we have an ok bullying policy and it appears that discipline this year has been consistent.	P
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### Standard 3: Family and Community Engagement

The Superintendent 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 schools and district

Person	Comments	Score
DH	<p>Overall Dr. Kerble is very visible in the school district and routinely is seen at events at schools. He effectively advocates for our schools attending Chamber, Rotary, NEF and many other functions within the community. The area that needs improvement is when parents come together to support an ad hoc group or other initiative, that there must be an action plan and follow through particularly when parents are expressing deep concerns, ie. Science at NHS.</p> <p>Parents and students (RAN/NHS) should be able to provide input to the school without fear of retaliation which has been repeatedly stated to this SC member of late. An online survey is a means to accomplish this and was used effectively in the past with other superintendents as well as through the BEACON Coalition.</p> <p>In regards to Communications, the School Committee has requested a more in-depth Superintendent’s Report at each SC meeting with a focus on reports from each principal of each school. An upgraded website for the district that provides greater consistency in content and form may help parents and community members navigate and find information. Finally, Dr. Kerble indicates the need to provide a system and support for principals and staff to reach out to families proactively, this is important as principals must feel their decisions with students and families are supported by Central Administration.</p>	<b>NI</b>
CS	<p>I believe Dr. Kerble has positively focused on Family and Community Engagement. He has been very visible at different venues throughout the city. He has been very involved in community partnerships by promoting the work with the EBC, which has resulted in teachers working collaboratively with businesses in our town to enhance student learning. He has been equally prominent on the Board of Directors of the NEF which is an amazing funding source for our schools. He has continued to work with Youth Services by promoting their efforts on several fronts including the Youth Risk Survey, and providing safe activities for our students during the school year as well as in the summer.</p> <p>I would encourage the Superintendent to become a more visible partner in the School Building projects with an eye toward facilitating a smooth transition for teachers, students and their families. I have previously suggested a transition team for this purpose that would include all the stakeholders. I think Dr. Kerble has done a good job of promoting family and student engagement. It is my hope that we are communicating with our families in a timely manner, and I do believe we should make this one of our more important goals.</p>	
BM	<p><b>: Overall ranking: Proficient. In general, the Superintendent was very responsive to issues raised by parents over individual student concerns. He was actively engaged in a series of issues affecting students in violation of the substance abuse policy at the high school. It is worth noting that he was also available and accessible to a group of parents who were raising concerns about the rigor of the science offerings at the high school; though there were several opportunities to address their concerns more comprehensively that were “left</b></p>	<b>p</b>

on the table.” While he appeared to understand and reflect their concerns, and in turn directed staff to work closely within the schools to make changes that were in the best interest of the students, he did not ensure that their specific requests for information were met in a timely manner, which added tension to the situation. There were also several opportunities to provide this group with information about steps that were being taken that were not seized in a timely manner; again, leading to an increase in the “temperature” of the situation. The Superintendent was supportive of his staff, and was able to ensure that resources were made available to support some of the changes begun in the realm of science in our schools. I note, fairly, that he inherited a problem that had been building for a number of years; that he made a number of administrative changes to “jump start” the process of change, and that he was engaged in dialogue with staff and community on an ongoing basis. The exchange of information with the community needs to improve. It is also fair to note that changing culture is not something that lends itself to immediate solutions, and the problems presented had some roots in a culture that needed to change. The Superintendent does understand the importance of, and has pressed for creating a strong and multi-pronged strategy to communicate with the public, and to establish two-way communication; he pressed for earlier implementation than had been planned of the X-2 information management system at the High School, although there were ongoing and frustrating problems with moving the Middle School to X-2 that did not seem to be resolved through the school year. He has encouraged dialogue about creatively using technology to enhance communications at all levels. He needs to continue to reach out to community groups both within the school community and in the larger community; he has made a good start in this realm. He is encouraged to continue to expand his dialogue with institutions of higher learning and establish more partnerships like we have with Olin College to benefit students, and to promote the expansion of PBE initiatives and partnerships across the entire district and community.

SC	<p>The superintendent has maintained a consistent level of visibility in the community through attending a variety of school events, student recognition, alumni and community activities. The school district is fortunate to have an established host of support from groups such as NEF and EBC, the Swasey Foundation, donor leadership from local business owners and supportive alumni and many others who sponsor scholarships to help school district graduates realize going to college. In the Newburyport district, students come to school well prepared and ready to learn through supportive parents and families.</p> <p>Evening school activities and programs are very well attended which is not the norm for many school districts.</p> <p>Evidence is not clear that there is a plan to ensure that all barriers are removed so that all families may be involved with schools.</p> <p>Evidence is unclear of a plan to increase opportunities for the superintendent to establish and add partnerships with businesses that result in enhancing the school district.</p> <p>Regarding the “three episodes” mentioned under item 3.b, while a designation such as McKinney Vento is referenced as is residency, the final outcomes did not always result in the best interest of the student, as is included within the standard for proficiency in item 3.d. Evidence is not consistent to demonstrate</p>	NI
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alignment of communication and collaboration that reached an equitable solution in the best interest of all of these students.

The superintendent's evaluation shows the absence, or evidence of a system to provide support for principals and staff to reach out to families proactively.

NK	<p>Overall, the superintendent is proficient in this area, though I agree with the superintendent that the communications area fall in the needs improvement range. Three specific items must be completed by the Superintendent in order to keep from falling into the unsatisfactory range:</p> <ul style="list-style-type: none"><li>• Preparing and implementing a communications plan (with help of consultant if needed, and input from Comm. Comm.)</li><li>• Revamp district web-site and establish/implement a template for school sites</li><li>• Improve focus of communications with the school committee and during school committee meetings<ul style="list-style-type: none"><li>○ Focus on results and actions (completed/next steps)</li><li>○ Clearer reasons for any school generated presentation ; keep them with in appropriate time limits</li><li>○ Clearer presentation of materials. Appropriate use of PowerPoints (visual), word docs (written based content) data presentations (excel? PowerPoint? Tables vs. Graphs? Summary vs. detail?)</li></ul></li></ul>	P
DK	<p>Your value of relationships earns your proficient status in this category. Surveys need to have purpose and results need to be carefully considered.</p> <p>All efforts must be made to include a variety of public input into the budget process as well as all other aspects of the operation of our schools. Community Input needs to be welcomed and valued. Exhaustive efforts should be made to support a customer service based organization that rivals the customer service of private industry.</p>	P
AM	<p>I can attest to Dr. Kerble being visible at most school functions and supporting our kids. I am concerned about a parent run vs. parent engagement approach and how at times a small group of parent's interests have caused major changes i.e early release days and after Labor Day start. Further I am hopeful that more training and support for our principals by the administration will result in consistency between the superintendent and the principals. There were a few unfortunate issues with our recent graduating class that evidenced the lack of consistency and communication between admin office and district principals.</p>	P

## Standard 4: Professional Culture

The Superintendent promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations and continuous learning for staff

Person	Comments	Score
DH	<p><b>School Committee Member comments and summary</b></p> <p>As previously stated, Dr. Kerble is committed to high standards of teaching and high expectations for achievement and through team meetings, retreats, ad hoc groups and leadership, this vision is articulated. The difficulty is how this commitment is implemented with identified priorities, action plans, and outcomes. He is trying to accomplish too much in every area, in every school and follow through on tangible results and meeting deadlines is problematic. The lack of progress on STEM, PBE, FL, 990 and partnerships with Higher Ed are exemplary of the problems in this area.</p> <p>Cultural Proficiency and Competence: Dr. Kerble provides positive examples here and this is an area of proficiency.</p> <p>Continuous Learning: Dr. Kerble's greatest strengths are in this area where he has devoted numerous hours to review of documentation, research and best practices in teaching and learning. His enthusiasm for teaching and devotion to professional development are commendable but again, reflection and process must be balanced with outcomes. This is challenging with the new teacher evaluation, Common Core, etc. but is critical to the continual advancement of our schools.</p> <p>Communications: In regards to district goals, school pride and pre-planned crisis, these are areas of proficiency. There is room for improvement in communications to the SC, Superintendent's Report and In the Loop with more details of significant events rather than a breakdown of a weekly schedule.</p> <p>Shared Vision: The results of the Tell Mass Survey needs further review by the SC and administration to ensure the issues raised by teachers are being effectively addressed.</p> <p>Managing Conflict: Interest-Based Bargaining was an important tool to introduce to the school district and appears to be effective in negotiations. Conflict takes many forms within the school district including students, teachers, parents, administrators, and SC members. The superintendent must possess great skill and a variety of methods to resolve conflicts as well as model that behavior among other professionals and staff.</p>	<b>NI</b>
CS	<p>I would like to see improvement in most sub-categories of this Standard. Although we have made some progress, work needs to be continued in promoting high expectations for students, teachers, and administration. We need to be certain that our teachers have the strategies and resource they need to provide students with challenging, meaningful instruction and assessment that will promote success at all levels. Teachers need the time and support required to be truly reflective of their practices. Dr. Kerble has done excellent work in promoting cultural proficiency and competence for all students, which is so important in fostering a safe, respectful learning environment. The area of communication needs to be focused on more closely. All correspondence</p>	<b>NI</b>

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whether it be: administrator to administrator, administrator to teacher, or teacher to parent needs to be done clearly, concisely, consistently, and in a timely manner. I would like to see more evidence of continuous learning at all levels. This would include actions and outcomes. Teachers should always be encouraged to further their learning by taking courses and workshops thereby participating in professional development as life-long learners. We should also support growth in administrative opportunities for our teachers by promoting from within.

This standard also includes a sub-category of managing conflicts. I believe a great deal of work remains in forming a cohesive administrative team who work well together for the families of our district. Some of the discord this year directly affected the working of our district. Significant improvement in this area is needed so that we can move forward. I will be looking for strategies and actions to accomplish this goal as I feel it is most important for the success of our district.

BM	<p>Overall rating is "Needs Improvement". While there is a relatively even balance between those elements I believe the Superintendent demonstrates 'Proficiency' in, and elements where the Superintendent "Needs Improvement," not all elements receive equal weighting from me. I believe that generally, the Superintendent has expressed a commitment to high standards for teacher and principal performance; he has been articulate about those expectations, he has identified and applied resources in support of those expectations. He has expressed interest in, supported and provided opportunities for several staff that are interested in and actively moving towards administration here at the High School. He needs to follow up consistently with data indicating progress and adjustments as we move towards improving the schools. He has worked hard to create strong, respectful relationships with teachers and administrators; and while he has not always been successful, he has been intentional about his efforts. He has articulated a clear vision; at times, he has struggled with getting full "buy-in"; and he has not been consistent, at times, in collecting data that would show progress towards achieving a fully shared vision between the administration and staff. Primarily, my ranking stems from my perception and my experience that the central office administration, the management team he is relying on, are not always "on the same page." There have been conflicts that have eluded resolution; issues among the central office staff are not always dealt with directly by those involved; I worry that because the team at times struggles with resolving these issues, the team at time presents to the school system as not having balance and stability. Complicating this situation is the reality that administrative staff have been engaging in dialogue with people outside of the central office about issues that should be resolved internally; this compounds the difficulty the Superintendent is experiencing in resolving conflicts. A second concern stemming from this is that around some issues affecting building staff, there may be a lack of trust that the administration has the unity of purpose and focus to provide clear direction. I don't believe that the Superintendent is singularly responsible for this; but the Superintendent needs to address these issues soon because he is ultimately accountable. The challenge of new Principals at two of our schools, and the challenge of collaboratively implementing the new educator evaluation system are really opportunities to address some of these perceived conflicts and move forward confidently. While there are some trust issues with staff, I have seen the continued dialogue with staff, and in particular with the teachers union, move forward in a very constructive and collaborative way; the Superintendent has treated staff with respect and dignity, and the commitment of the union to move to interest-based bargaining around the new</p>	NI
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evaluation system is no small measure of the importance of the partnership the Superintendent has encouraged, and has flourished in his time here. It does elevate, in my mind, the need to resolve perceived central office issues quickly and successfully. The Superintendent needs to set clear expectations around the delivery of information, and around performance expectations at the central office and with the principals relative to evaluations, and not only hold staff to those expectations, but ensure that he is directly informed as to the progress of staff in meeting these targets. In turn, the Superintendent is encouraged to communicate clearly to the SC and community the data that indicate progress towards the challenges we face in meeting those targets. He has a clear, vibrant and strong vision for where are going, we need to be clear what getting there looks like, and how we are reaching benchmarks and making adjustments.

SC There is no evidence that defines, “Espirit de Corps” beyond it being anecdotal. NI  
Definition within a purposeful and deliberate plan that is strategic and evaluates alternatives and multiple options and selects the best amongst the set to respond to scenarios occurring within the school house and may be utilized by the respective building leaders would be more helpful.

There is no evidence of an effective communication plan that keeps the superintendent in contact with staff. Without this plan, communication is more likely to break down and functional operating groups will head off on their own. This result will not support an effective Espirit de Corps.

A plan to provide support to principals as they develop a positive school culture and climate is not in evidence. Such a plan may include adhering to building leadership principles, ensuring evaluations, resolving issues related to communication and establishment of an effective leadership system, which equates to how decisions are made.

The superintendent’s support of efforts such as the musical “RENT” and the establishment of the National Art Honor Society, both at the high school are examples of increased opportunity for students to grow emotionally and socially while displaying their talents. These have and will continue to provide a societal benefit to the greater Newburyport community.

There is no evidence of a plan to update school policies regarding gender identity, which include support for school administrators to educate students on the importance of a school culture that supports individual differences.

There have been a few instances where the superintendent’s capability to ask or direct has been questionable as related to ideas (high school science, science fair, PBE). Evidence is not clear regarding the superintendent’s listed activities involving talking to show significant productivity. Statements in the superintendent’s evaluation, item 1.a where he notes supporting Place Based Education (PBE) and then again in Item 2.e where he notes, “I thought that too much time and energy was spent on the issue of PBE,” details his participation in multiple presentations that in the end “didn’t create a better relationship between the two committees.” This evidence shows the importance of the superintendent leading and delivering a clear message regarding a valuable programmatic need for our schools.

The establishment of a STEM advisory committee demonstrates evidence of unclear communication about the structure and function of this group and open

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to ideas from stakeholders.

There is evidence that the superintendent will be working with a communications expert to develop and implement a plan for current and future communications, from his office.

There is a recognition that capacity among staff to take on leadership roles must continue to increase; there is no evidence of what that plan is.

Evidence from Mass Tell survey in this area shows that there lacks an effective process in making group decisions, 30 + percentage points below the state average.

Evidence from Mass Tell survey also shows that professional development is not differentiated in the school district, teachers rating is nearly 14.9 percentage points below the state average, and that said professional development is evaluated and results communicated to teachers, teachers rating 20.7 percentage points below the state average.

The Mass Tell results, among others, would show that professional development must be reviewed in the school district. A process that examines the design, delivery, reinforcement, and evaluation of the professional development will help to determine what is needed to sustain quality in this school district.

Regarding Item 4.f, Managing Conflict, it is significant that at the very end of the self-evaluation are mentioned “consensus” and its importance around critical decisions. As mentioned previously, related to Item 1.e, consensus plays an important role. Achieving consensus on strategy and decision-making may be as highly valued as is the collegial nature of faculty within traditions of district leadership.

Evidence of a plan to work with administrators to employ a variety of strategies to build consensus around critical decisions is not present. Developing skills on how to lead participative meetings, facilitation skills, consensus based decision making, team building and planning skills should be offered regularly to ensure an increase in the capacity to build capacity around successful decision making and overall quality in the school district.

NK	<p>I believe the Superintendent needs to improve his performance in the area of professional culture:</p> <ul style="list-style-type: none"><li>• The vision for the district needs to be taken from slogan to a clear vision focused on outcomes. What does a great district look like? Where are we great already? How would our district be different is we were great in x area? How would our district be different is we went from great to greater in y area?</li><li>• I have already touched on communication with the community and school committee. The same recommendations would apply to communication in the context of professional culture.</li><li>• The Mass Tell survey shows that as a district we haven't earned the following of our teaching staff; clear vision, even clearer direction, active listening, adequate financial and time resources and relevant recognition for extraordinary efforts will all contribute to gaining the trust of our employees.</li></ul>	NI
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DK	Ensure a safe, fair, consistent, and productive environment exists for staff to grow with, contribute to, and buy into commonly accepted Goals of the district. Work with School committee, Central office, and mayors' office to encourage more meaningful discussions in relation to district goals and initiatives.	NI
AM	I am encouraged by Dr. Kerble's recognition of the importance of supporting our principals as they develop a positive school culture and climate. I think the more time spent in district will only better service our school community. I am discouraged with the level of insight that has occurred in the past. The problems with the h.s. science and m.s. math did not happen overnight and the question remains if more oversight would have helped in avoiding them getting to a critical level. I have taken note of the words, develop, foster, present, high expectations, high standards, empower leadership support and rigor but how are these measured or what steps were taken to implement them? And how do they fit with the Tell Mass Survey?	NI