



Summative Evaluation: Quincy Public Schools Superintendent

Superintendent:	Kevin W. Mulvey, J.D.	Quincy Public Schools	2021-2022 School Year
Evaluator:	Quincy School Committee		11/14/2022
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Exceeded	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Did Not Meet
Student Learning Goal(s)	<input type="checkbox"/> Exceeded	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Did Not Meet
District Improvement Goal(s)	<input type="checkbox"/> Exceeded	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Did Not Meet

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

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be *Unsatisfactory* at the time. Improvement is necessary and expected.

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Standard I: Instructional Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

Exemplary

Proficient

Needs Improvement

Unsatisfactory

Step 4: Add Evaluator Comments

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

Comments: The Superintendent effectively led his team and the Quincy Public School system through the pandemic. Even though 21-22 was considered to be the start of a "normal" year, it was evident very quickly that this was not the case; effective leadership, communication, and implementation of programs were necessary to ensure academic success. Evidence supports that Superintendent Mulvey and his team used data, goal setting, new academic strategies, and student support services that allowed students to meet or partially meet learning goals and social-emotional challenges in 21-22. There were HR issues that presented themselves during the school year. The Superintendent and Senior Leadership Team achieved acceptable resolutions through clear action steps and communication. By and large, the Superintendent effectively led his team and the system during the distractions presented throughout the pandemic and dealt with the remnants of its effect on student learning. His leadership was level-headed and focused on providing the best teaching and learning environment available to students and staff.

Superintendent Mulvey has demonstrated an exemplary performance rating throughout his stewardship. He has met each of his professional practices, student learning, and district improvement goals with an exemplary score with the exception of one minor goal in the grade 5 Science Academic Achievement category. This accomplishment is outstanding given the interruptions and parameters of the Covid pandemic. His leadership has allowed the Quincy Public Schools to accomplish many achievements during a most difficult time. His instructional leadership, management style, family and community engagement and cultural initiatives have all enhanced the performance and achievements of the students and staff. The Quincy Public Schools are fortunate to be the recipients of his skills, knowledge and devotion.

Mr. Mulvey has led some strong work in managing the district through the pandemic and into a full return to school. After a difficult year of reentry for students and staff last year, (as well as the failed administrator hires,) the fall of 2022 seems to have put us on the road to recovery and more from the lessons we learned and the districts continuous improvement actions.

I am very pleased with the performance of the Superintendent, particularly during the past two years when COVID changed the entire way the district had to be run. Mr. Mulvey worked tirelessly to ensure all students were given everything they needed to continue to progress in their education.

High marks for family and community engagement. Student learning goals were a mixed bag, consistent with state and national challenges. Management and operations continue to be a strength with post-COVID strategy, new curriculum changes, and mentoring programs, as well as fiscal management. New hires, professional development for teachers and staff remained a strong point. Principal and Assistant Principal hires in the last cycle are concerning. Social-emotional programming was terrific. A stronger vision would be helpful moving forward. While opportunities for interpersonal and verbal communication were inhibited during the pandemic, a stronger focus on these throughout the system would yield dividends.

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Exceeded	Met	Significant Progress	Some Progress	Did Not Meet
Student Learning Goal	<u>1-C</u> Assessment <u>1-E</u> Data-Informed Decision-Making <u>IV-A</u> Commitment to High Standards <u>IV-E</u> Shared Vision	<p>Mathematics Achievement During the 2021-2022 school year, students in grades 3-8 will show evidence of achievement in Math as measured by an increase of 3 achievement percentage points, from spring 2021, as evidenced by the Spring 2022 PE303 MCAS Results by Achievement Level-School -District and State Comparison Report.</p> <p>During the 2021-2022 school year, students in grades 2-8 will show evidence of growth in math as measured by the following increases in RIT points over the fall average, indicated in the Spring 2021-22 MAP District Summary Report: 10 RIT points for grade 2; 8 RIT points for grade 3-4; 5 RIT points for grades 5-8.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	<u>1-D</u> Evaluation <u>II-B</u> HR Management & Development	<p>QPS Administrative Mentoring During the 2021-2022 school year, the Superintendent will evaluate all Principals, Directors, and Coordinators. In addition, the Superintendent will mentor and support new school and district administrators to ensure retention.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	<u>1-C</u> Assessment <u>1-E</u> Data-Informed Decision-Making <u>IV-A</u> Commitment to High Standards <u>IV-E</u> Shared Vision	<p>Science Achievement During the 2021-2022 school year, students in grades 5 & 8 will show evidence of achievement in Science and Technology Engineering as measured by an increase of 3.0 scaled score points in the All Students Average Composite Scaled Score from a baseline of 498.0 for Grade 5 and 494.5 for Grade 8 according to the District Achievement Distribution by Year Report (PE305).</p> <p>During the 2021-2022 school year, students will show evidence of growth in science as measured by the following increases in RIT points over the fall average, indicated in the Spring 2022 MAP District Summary Report: 7 RIT points for grades 4-5; 4 RIT points for grades 6-8.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	<u>III-A</u> Engagement <u>III-B</u> Sharing Responsibility <u>IV-B</u> Cultural Proficiency	<p>Home-School Connections During the 2021-2022 school year, the Superintendent's Leadership and Principal Teams in collaboration with the Quincy Parent Advisory Council to Special Education, the English Learner Advisory Council, and the Citywide Parents Council will plan and execute at least ten home-school connections events.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3	<u>1-A</u> Curriculum <u>1-F</u> Student Learning <u>II-C</u> Scheduling & Mgmt Info Systems	<p>System Initiative Management The Superintendent will work with Principals, Superintendents Leadership Team, the school community and stakeholders to renew, establish, and manage a minimum of 15 system initiatives. During the 2021-2022 school year, initiative effectiveness will be measured through School Committee and subcommittee presentations, benchmarks, actions steps and sources of evidence.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	E	P	NI	U
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for 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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement, or Unsatisfactory): Superintendent Mulvey continually sets high expectations for instruction among his leadership team. This level of expectations for instruction results in the entire staff to become well-rehearsed in instructional practices that are high in quality and reaches a student population that reflects diverse learning style needs. Frequent meetings that are data driven empowers the Superintendent Leadership Team to convey to the entire staff the importance of instructional practices that are current and successful.</p> <p><i>Strong instructional practices were in place prior to the pandemic and were maintained throughout. The district has evaluated, piloted, and implemented new curriculum supports in several content areas. Central office needs more staff to continue to support these efforts.</i></p> <p>The Superintendent is involved in all facets of instructional leadership. He and his Leadership Team work long hours to ensure the District is on track.</p> <p><i>Excellent work around curriculum changes. Student learning was a mixed bag with some success and shortcomings, but consistent with state and national trends. Instruction and assessment remain solid and demonstrates with the SLT the ability to adapt. Data continues to be a valuable commodity essential to adapt.</i></p> <p>I feel student learning is an area that is a strength of the Superintendent and the Leadership Team. They work together extremely well, analyzing all the data to maximize student learning potential and growth and utilize sources of evidence, always staying student-focused.</p>				

Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	E	P	NI	U
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input checked="" type="checkbox"/> <i>Focus Indicator</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input checked="" type="checkbox"/> <i>Focus Indicator</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i>, or <i>Unsatisfactory</i>):				
<p>The School District is run in a professional and effective manner. Superintendent Mulvey has particular strengths in law, ethics, and policies.</p> <p><i>Increases in social-emotional programming were effective. Management response to COVID was strong. New curriculum pilots and mentoring were bright spots. Fiscal systems and compliance with laws, ethics, and policies remained exemplary. Hiring and retention of top administrators was concerning.</i></p> <p>Human resource management and development for the vast majority of QPS staff were implemented successfully. Failed administrator hires were a significant detriment to the education, safety, and well-being of students, staff, and parents/guardians. Have asked about Exit Interviews for all to be done when faculty and staff resign and would like to not only see this implemented but to keep a database on these and have them shared with the SC annually.</p> <p><i>Through his Leadership Team and Department Heads, Superintendent Mulvey, empowers all administrators to effectively guarantee the health, safety and well-being of students and staff. The recent hiring of an Equity Diversity and Inclusion Coordinator on his Leadership Team has added a new dimension to the Quincy Public School's efforts in hiring a staff that is more reflective of its student population. Superintendent Mulvey's legal background allows him to act as a resource to the school committee and staff on Federal Laws and mandates as well as collective bargaining agreements. Most importantly, he allocates and manages a budget that is reflective of the Quincy Public Schools vision, mission and goals.</i></p>				

Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	E	P	NI	U
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input checked="" type="checkbox"/> Focus Indicator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input checked="" type="checkbox"/> Focus Indicator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement, or Unsatisfactory</i>):				
<p>Our school system, on every level, goes above and beyond to make every student and their family as welcome and included as possible. I feel that Quincy Public Schools consistently addresses family and community concerns, and this starts with the availability of the Superintendent to always be there if needed to help resolve a situation in a timely and equitable way for all individuals involved with respect and consideration.</p> <p><i>It is difficult to determine if family concerns are being addressed because of the confidentiality of the information it is not shared with the SC. We have seen and heard of some serious concerns but without knowing the outcome, it becomes difficult to assess. We need to find a way to discuss this in Executive Session.</i></p> <p>Superintendent Mulvey has excellent communications skills. His response to issues are well-thought out and make all comfortable with his decisions.</p> <p><i>During the pandemic it was most important that all families stay well informed and engaged in a changing learning environment, especially those who were limited in technology resources. Superintendent Mulvey made sure that all families were well informed and had the resources to be successful. Principals and staff members also conducted the necessary changes to instruction to ensure the success of their students under his leadership. Not only were the academic needs met, but also the social, emotional and behavioral needs of all students were being addressed. Superintendent Mulvey's continued collaboration with parent groups and organizations allows him to stay abreast of family needs so that he can provide the necessary resources to families to make them feel as a welcomed member of the Quincy Public Schools family.</i></p> <p>District did a superb job on communicating with families and stakeholders. Frequent emails, Instant Alert, and forums helped transition changes as we moved out of COVID protocols. Efforts to collaborate with families and stakeholders were solid. Addressing family and community concerns in an equitable fashion still requires work, but administrators demonstrated ability to adapt. Culturally proficient communication continues to improve.</p>				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	E	P	NI	U
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input checked="" type="checkbox"/> Focus Indicator	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement, or Unsatisfactory): <p>QPS faculty and administrators are reflective about their practices, policies, and outcomes and work to achieve improved results in student data.</p> <p><i>Superintendent demonstrates commitment to high standards. Cultural proficiency has improved but needs to be a continuing area of focus. Strong written skills demonstrated through all communications, interpersonal, and verbal skills remain areas to focus on with staff and families. Use of data has been consistent and efforts to manage conflict are understated and remain important and essential elements of professional culture.</i></p> <p>Superintendent Mulvey conveys his commitment to high standards through the directives given to his Leadership Team. This commitment ensures that district administrators share the same vision and they in turn empower the entire staff to promote the same core values. By recognizing special parent groups like City Wide, Special Education, Equity Diversity and Inclusion and English Language Learners, Superintendent Mulvey is well informed on the problems that need to be addressed to ensure their participation and well-being. His continued presence at their meetings is very much appreciated.</p> <p><i>The District reflects the hard work and diligence of the Superintendent. His work does not end on Friday. He more often than not can be found working in his office on Saturday and Sunday. He goes above and beyond!!</i></p>				

