



## Lowell Public School Committee *Special Meeting Agenda*

<b>Date:</b>	August 3, 2022
<b>Time:</b>	6:30PM
<b>Location:</b>	City Council Chamber, 375 Merrimack Street, 2nd Floor, Lowell, MA 01852

Members Of The Public May View The Meeting Via LTC And Those Wishing To Speak Regarding A Specific Agenda Item Shall Register To Speak In Advance Of The Meeting By Sending Email To The Superintendent Indicating The Agenda Item, A Phone Number And Email Address So We Can Provide A Zoom Link To Access The Meeting. Email Address Is Mpalazzo@Lowell.k12.Ma.us If No Access To Email You May Contact Us At 978-674-4324. All Requests Must Be Submit It Before 2:00 PM On The Day Of Meeting.

### 1. SALUTE TO FLAG

### 2. ROLL CALL

### 3. NEW BUSINESS

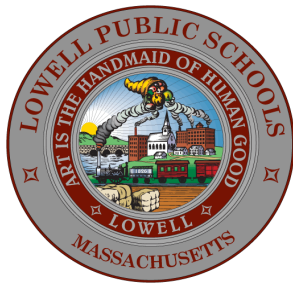
#### 3.1. Approval Of Superintendent's Evaluation

Documents:

[CAM SUPERINTENDENT EVAL RUBRIC 08-03-22.PDF](#)  
[CAM SUPERINTENDENT EVAL TALLY SHEET 8-3-22.PDF](#)

### 4. ADJOURNMENT





Guide to Superintendent Rubric

Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics  
for Superintendent, Administrator, and Teacher

Appendix A. Superintendent Rubric -

Evaluation of Dr. Joel Boyd, Superintendent of Lowell Public Schools

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2021-2022 Academic School Year



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Rubrics – defined in the regulations as “scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance” ([603 CMR 35.02](#)) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall. This appendix contains the ESE Model Superintendent Rubric.

### Structure of the Superintendent Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for all administrators: *Instructional Leadership*; *Management and Operations*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are five Indicators in Standard I of the Superintendent rubric including *Curriculum*, *Instruction*, and *Evaluation*.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback that serves as a roadmap for improvement.
- **Descriptors:** Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

### Use of the Superintendent Rubric

This rubric describes administrative leadership practice at the district level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of the superintendent by the school committee. This rubric can also be used by the superintendent for the evaluation of other district level administrators, such as assistant superintendents, directors of curriculum and instruction, school business administrators, and directors of special education.

The responsibilities of administrators to whom this rubric will be applied may vary. ESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator's role and responsibilities as well as his/her professional practice, student learning, and district and/or school improvement goals. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, administrators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<p><b>A. Curriculum Indicator</b></p> <ol style="list-style-type: none"> <li>1. Standards-Based Unit Design</li> <li>2. Lesson Development Support</li> </ol>	<p><b>A. Environment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Plans, Procedures, and Routines</li> <li>2. Operational Systems</li> <li>3. Student Safety, Health, and Social and Emotional Needs</li> </ol>	<p><b>A. Engagement Indicator</b></p> <ol style="list-style-type: none"> <li>1. Family Engagement</li> <li>2. Community and Business Engagement</li> </ol>	<p><b>A. Commitment to High Standards Indicator</b></p> <ol style="list-style-type: none"> <li>1. Commitment to High Standards</li> <li>2. Mission and Core Values</li> <li>3. Meetings</li> </ol>
<p><b>B. Instruction Indicator</b></p> <ol style="list-style-type: none"> <li>1. Instructional Practices</li> <li>2. Quality of Effort &amp; Work</li> <li>3. Diverse Learners' Needs</li> </ol>	<p><b>B. Human Resources Management &amp; Development Indicator</b></p> <ol style="list-style-type: none"> <li>1. Recruitment &amp; Hiring Strategies</li> <li>2. Induction, Professional Development, and Career Growth Strategies</li> </ol>	<p><b>B. Sharing Responsibility Indicator</b></p> <ol style="list-style-type: none"> <li>1. Student Support</li> <li>2. Family Collaboration</li> </ol>	<p><b>B. Cultural Proficiency Indicator</b></p> <ol style="list-style-type: none"> <li>1. Policies and Practices</li> </ol>
<p><b>C. Assessment Indicator</b></p> <ol style="list-style-type: none"> <li>1. Variety of Assessments</li> <li>2. Adjustment to Practice</li> </ol>	<p><b>C. Scheduling &amp; Management Information Systems Indicator</b></p> <ol style="list-style-type: none"> <li>1. Time for Teaching and Learning</li> <li>2. Time for Collaboration</li> </ol>	<p><b>C. Communication Indicator</b></p> <ol style="list-style-type: none"> <li>1. Two-Way Communication</li> <li>2. Culturally Proficient Communication</li> </ol>	<p><b>C. Communications Indicator</b></p> <ol style="list-style-type: none"> <li>1. Communication Skills</li> </ol>
<p><b>D. Evaluation Indicator</b></p> <ol style="list-style-type: none"> <li>1. Educator Goals</li> <li>2. Observations &amp; Feedback</li> <li>3. Ratings</li> <li>4. Alignment Review</li> </ol>	<p><b>D. Law, Ethics &amp; Policies Indicator</b></p> <ol style="list-style-type: none"> <li>1. Laws and Policies</li> <li>2. Ethical Behavior</li> </ol>	<p><b>D. Family Concerns Indicator</b></p> <ol style="list-style-type: none"> <li>1. Family Concerns</li> </ol>	<p><b>D. Continuous Learning Indicator</b></p> <ol style="list-style-type: none"> <li>1. Continuous Learning of Staff</li> <li>2. Continuous Learning of Administrator</li> </ol>
<p><b>E. Data-Informed Decision Making Indicator</b></p> <ol style="list-style-type: none"> <li>1. Knowledge &amp; Use of Data</li> <li>2. School and District Goals</li> <li>3. Improvement of Performance, Effectiveness, and Learning</li> </ol>	<p><b>E. Fiscal Systems Indicator</b></p> <ol style="list-style-type: none"> <li>1. Fiscal Systems</li> </ol>		<p><b>E. Shared Vision Indicator</b></p> <ol style="list-style-type: none"> <li>1. Shared Vision Development</li> </ol>
			<p><b>F. Managing Conflict Indicator</b></p> <ol style="list-style-type: none"> <li>1. Response to Disagreement</li> <li>2. Conflict Resolution</li> <li>3. Consensus Building</li> </ol>



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

### Scoring Key

4 =	Exemplary	Mayor Sokhary Chau	MSC
3 =	Proficient	Susie Chhoun	SC
3 =	Proficient	Eileen DelRossi	ED
2 =	Needs Improvement	Jackie Doherty	JD
1 =	Unsatisfactory	Dominik Lay	DL
		Connie Martin	CM
		Stacey Thompson	ST



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

**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.

<b>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.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Standards-Based Unit Design	Does not set the expectation that administrators use effective strategies for ensuring development of well-designed standards-based units, provide adequate resources or support for this activity, and/or monitor or assess progress.	Provides limited training and/or support to administrators to employ effective strategies for ensuring well-designed standards-based units. May sometimes monitor and assess progress and provide feedback.	Provides support and assistance for administrators to learn and employ effective strategies for ensuring that educators and educator teams design standards-based units with measurable outcomes and challenging tasks requiring higher-order thinking. Frequently monitors and assesses progress, providing feedback as necessary.	Empowers administrators to employ strategies that empower staff to create rigorous standards-based units of instruction that are aligned across grade levels and content areas. Continually monitors and assesses progress, provides feedback, and connects administrators to additional supports as needed. Is able to model this element.
I-A-2. Lesson Development Support	Does not state expectations for administrators that they establish effective strategies to ensure development of well-structured lessons, does not provide training or support, and/or does not discriminate between strong and weak strategies for ensuring effective lesson-planning practices.	Provides limited training to administrators on how to establish effective strategies for ensuring that educators develop well-structured lessons and/or does not consistently identify and/or address patterns when there is evidence of a weak strategy being employed.	Supports administrators to learn and establish effective strategies for ensuring that educators develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, technologies, and grouping.	Supports administrators to collaborate on developing strategies that enable educators to consistently develop series of interconnected, well-structured lessons with challenging objectives and appropriate student engagement strategies, pacing, sequence, materials, and grouping and identifies specific exemplars and resources in each area. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Needs Improvement 2	Exemplary 4	Proficient 3	Needs Improvement 2

### Comments by Committee

MSC Dr. Boyd has worked diligently with administrators and staff to cultivate a shared vision of student learning and curriculum development that promote success in the classroom and innovative training with measureable outcome.

SC: Dr. Boyd has demonstrated proficiency based on the following criteria. For all Standard 1 indicators Dr. Boyd has created strategic goals where he has provided evidence of his action steps and deliverables including timelines to which he will evaluate each school administration. Based on the data received he reevaluate and adjust support each school year.

ED The goals for instructional leadership are rigorous. Although our unique student population in Lowell needs to be factored in we can have all the assessment, evaluation and data informed decision making but if we are not reaching all to our students where they are at, then what is the point of having all this abundance of information. We need appropriate curriculum, assessment and evaluation to make effective data informed decisions in order to help our students grow and achieve.

JD: In any school district, but especially one the size of Lowell, there are many people who play important roles in the implementation of effective teaching, curriculum, and strategies for student learning. The best way a superintendent ensures a successful learning environment at all schools is leadership that promotes a unified vision, ensures effective supports for staff, has high expectations, and collaborates well. My concerns with the superintendent's instructional leadership are focused around what I have come to learn is a culture that discourages collaboration. Discussion and input from employees, especially those who do not share his views, are not encouraged, sought out, or even permitted. This top down, hierarchal management style is unhealthy, non-inclusive, and a disservice to our staff, many of whom are unable to voice their concerns without fear of reprisal

DL: Superintendent has increased amount of staff including more paraprofessionals, more teachers, more social workers, librarians, and other supporting staff including staff in the central office to ensure sufficient staff.





## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

CM
ST

**Indicator 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.**

I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Instructional Practices	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies when the principals observe practice and review unit plans.	While the superintendent may observe principal practice and artifacts, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans.	While observing principal practice and artifacts, ensures that principals know and employ effective strategies and practices for helping educators improve instructional practice. Is able to model this element.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of content, student effort, and/or student work district-wide, or expectations are inappropriate.	May set high expectations for the quality of content, student effort, and student work district-wide, but allows expectations to be inconsistently applied across the district.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently.	Sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently. Is able to model this element.
I-B-3. Diverse Learners' Needs	Does not look for evidence of and/or cannot accurately identify ways that principals identify effective teaching strategies and practices that are appropriate for diverse learners.	While the superintendent may observe principal practice, s/he only occasionally looks for evidence that principals are identifying effective teaching strategies and practices that are appropriate for diverse learners when they observe practices and review unit plans.	While observing principal practice, ensures that principals look for and identify a variety of teaching strategies and practices that are effective with diverse learners when they observe practices and review unit plans.	Employs strategies that ensure that principals know and consistently identify teaching strategies and practices that are meeting the needs of diverse learners while teaching their content. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Needs Improvement 2	Exemplary 4	Proficient 3	Proficient 3

<b>Comments by Committee</b>
MSC



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

SC
ED
<p>JD Expectations are inconsistently applied throughout the district. Staff work in silos with limited communication between groups or opportunities to share experiences and suggestions throughout the organization.</p>
<p>DL: Dr. Boyd sets and models high expectations for the quality of content, student effort, and student work district-wide and empowers administrators, educators and students to uphold these expectations consistently.</p>
CM
ST

<b>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.</b>				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessments	Does not communicate or monitor a strategy for assessments, leaving it up to administrators to design and implement their own strategies.	Provides administrators with some formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments but does not monitor this practice.	Supports administrator teams to use a variety of formal and informal methods and assessments, including common interim assessments that are aligned across grade levels and subject areas.	Leads administrator teams to develop and implement a comprehensive assessment strategy that includes ongoing informal assessment and common interim assessments that are aligned across grade levels and subject areas. Is able to model this element.
I-C-2. Adjustment to Practice	Does not encourage or facilitate administrator teams to review assessment data.	Suggests that administrator teams meet to review data and plan for adjustments and interventions but inconsistently monitors this practice.	Provides the resources for planning time and effective support for administrator teams to review assessment data and identify appropriate interventions and adjustments to practice. Monitors administrators' efforts and successes in this area.	Leads, plans, facilitates, and supports administrator team review meetings after each round of assessments. Monitors teams' plans, adjustments to instruction, and outcomes and shares lessons learned with others. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Needs Improvement 2	Exemplary 4	Needs Improvement 2	Needs Improvement 2

<b>Comments by Committee</b>
MSC
SC



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

ED

JD We all know there has been learning loss due to factors outside the superintendent’s control, but the expectation is that we make thoughtful, concerted efforts to address those gaps, and we have been provided with funds to help us do that. In his self-reflection, the superintendent claims that he has met or achieved all goals, including improvement in student learning. Yet, his solution to the sharp increase in student disengagement was to request a change in the attendance policy to enable promotion despite an increased number of unexcused absences. The request was made to the committee late in the school year with incomplete information provided at the time, yet with urgency for a quick decision due to timing and the impact on retention. It took multiple questions and an additional report/meeting to find out the number of students involved—turns out it was more than three thousand students set to fail for not attending school. This too-little, too-late solution did nothing to improve student learning. The committee was told summer school would ensure students would get the education they missed. Extended learning time and particularly summer programs at all schools has been touted as one of the key indicators of improved academics and student achievement, yet summer school attendance is also woefully low—in some cases, one third or less of the enrolled students actually show up for summer school. Three students to a class may be a teacher’s dream come true, but clearly, learning loss has not been adequately addressed.

DL: Dr. Boyd has been leading, planning, facilitating, and supporting administrator team review meetings after each round of assessments.

CM The effective implementation of a comprehensive Universal Design approach to our assessment of students has not been provided to the committee.

ST

CM:

**Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.**

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

I-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support administrators to develop professional practice, student learning and/or district/school improvement goals, review the goals for quality, and/or support administrators in attaining goals.	Supports administrators and administrator teams to develop professional practice, student learning and, where appropriate, district/school improvement goals but does not consistently review them for quality and/or monitor progress.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals.	Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning and district/school improvement goals and models this process through the superintendent's own evaluation process and goals. Is able to model this element.
I-D-2. Observations and Feedback	Rarely conducts visits to observe principal practice and/or does not provide honest feedback to administrators who are not performing proficiently.	Makes infrequent unannounced visits to schools to observe principal practice, rarely provides feedback that is specific and constructive for administrators, and/or critiques struggling administrators without providing support to improve their performance.	Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than <i>Proficient</i> .	Makes unannounced visits to schools throughout the year to observe administrator practice and provides targeted constructive feedback to all administrators. Engages with all in conversations with all administrators about improvement, celebrates effective practice, and provides targeted support to administrators whose practice is less than <i>Proficient</i> . Is able to model this element.
I-D-3. Ratings	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data or does not assign ratings for some administrators.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to administrators.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that administrators understand in detail why they received their ratings and provides effective support around this practice Is able to model this element.
I-D-4. Alignment Review	Does not review alignment between judgment about practice and data about student learning when evaluating and rating administrators.	Occasionally reviews alignment between judgment about practice and student learning data.	Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review.	Studies alignment between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Proficient 3	Proficient 3	Proficient 3	Proficient 3

Comments by Committee
MSC
SC
ED
JD
DL: Dr. Boyd has sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. He has knowledge between judgment about practice and data about student learning when evaluating and rating administrators and provides effective support around this practice.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

CM
ST

**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.**

I-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Knowledge and Use of Data	Relies on too few data sources to represent the full picture of school or district performance, and/or does not analyze the data accurately.	May work with administrators to identify multiple sources of student learning data, but these data do not provide multiple perspectives on performance, and/or analysis of the data is sometimes inaccurate.	Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes.	Leads administrator teams to identify a range of appropriate data sources, including non-traditional information that offers a unique perspective on school and district performance, and models effective data analysis for staff. Is able to model this element.
I-E-2. School and District Goals	Gathers limited information on school and district strengths and weaknesses and/or does not use these data to inform district plans or actions.	Assesses school and district strengths and weaknesses using data that are not carefully analyzed and/or writes an unfocused strategic plan.	Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals.	Involves stakeholders in a comprehensive diagnosis of school and district strengths and weaknesses using appropriate data, and leads a collaborative process to develop a focused, results-oriented strategic plan with annual goals. Is able to model this element.
I-E-3. Improvement of Performance, Effectiveness, and Learning	Does not share assessment data with administrators or provide them with resources and support to use data to make adjustments to school or district plans, and/or model appropriate data analysis strategies.	Shares limited data with administrators to identify student and/or educator subgroups that need support; provides limited assistance to administrator teams in using data to improve performance.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support.	Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. Empowers educators to use a range of data sources to pinpoint areas for their own and schoolwide improvement. Is able to model this element.





## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Needs Improvement 2	Exemplary 4	Proficient 3	Proficient 3

<b>Comments by Committee</b>
MSC
SC
ED
JD Many important decisions are made without input from those with historical knowledge and experience, proper vetting, or stakeholder feedback. These plans are then presented to the school committee with expectations for a rushed decision with limited information.
DL: Dr. Boyd has lead administrator teams to identify a range of appropriate data sources. He has Involved stakeholders in a comprehensive diagnosis



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

of school and district strengths and weaknesses
CM
ST
CM:

**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

<b>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.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Plans, Procedures, and Routines	Does not organize the district effectively for orderly and efficient movement of students.	May establish plans, procedures, and routines to guide administrators, but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient.	Develops systems, plans, procedures, and routines for administrators to implement that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess .	Establishes systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Is able to model this element.
II-A-2. Operational Systems	Fails to establish systems and procedures to support custodial and/or other staff, so that the campus is not generally clean, attractive, welcoming, and/or safe.	Develops systems and procedures that result in inconsistent supervision and/or support of custodial and other staff, resulting in a campus that is not consistently clean, attractive, welcoming, or safe.	Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe.	Creates and maintains a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Is able to model this element.
II-A-3. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; district disciplinary practice varies from school to school; often tolerates discipline violations and/or enforces district policies or procedures inconsistently.	May urge administrators to demand good student behavior but allows varying standards to exist in different schools. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements district-wide routines and consequences such that students take ownership over addressing bullying and other behaviors that threaten students' social and emotional well-being. Is able to model this element.



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Needs Improvement 2	Needs Improvement 2	Proficient 3	Unsatisfactory 1	Exemplary 4	Needs Improvement 2	Proficient 3

<b>Comments by Committee</b>
<p>MSC: Continued complaints of food safety concerns has not been fully addressed and various concerns of bullying and/or other behaviors affecting the social, emotional well-being of student show varying standards for different schools.</p>
<p>SC: Dr. Boyd received an overall rating of Needs Improvement based on the reason that the Environmental Indicator there is still some schools in our public school system that are overcrowded such that we have some instructions are being had in hallways. Under the Human Resource Management and Development indicator, Lowell Public School still need to make improvement on diversity recruitment and hiring of teaching staff that reflect the</p>



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

make up of our student demographic.

ED

JD Systemic problems continue with payroll, job postings, and hiring processes, as well as effective customer service at the family resource center, and delivery of behavior and mental health supports for struggling students. The pace of mental health supports and leadership around these issues has been painstakingly slow and a real disservice to the school community given the level of need and the committee's priority concern for this area. Operational challenges are coupled with the superintendent's reluctance to share critical information with the committee. For example, despite numerous questions and requests for specifics re the Family Resource Center before the start of school in fall 2021, the superintendent resisted all attempts at providing the committee with updated information until it came out via a staff member that 400+ students had not been enrolled nearly a month after school started. Without full knowledge of the challenges, we cannot hope to make improvements.

Problems at the Family Resource Center and limited supports around mental health and behavior issues have greatly impacted the experience families have with the Lowell Public Schools. A recent audit, conducted late this school year and limited in scope to select parents, has helped provide a blueprint for making improvements going forward, but those efforts should have occurred much earlier as we had ample evidence there were many problems. Continued focus needs to be on the effectiveness of these changes going forward, and that will require honest and comprehensive assessments that are shared with the committee

DL: Dr.. Boyd created and maintained a district environment in which custodial and other staff take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Dr. Boyd guided administrators and teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations

CM: There have been several examples of the Committee finding out, after the fact, that administrative systems have broken down. Issues with POs being incorrectly presented to the city, payroll mistakes and concerns with the efficiency of the Family Resource Center all came to the Committee's attention when other Committee members brought them up as issues. The Administration should be far more proactive in acknowledging challenges and mistakes and working together with the Committee to address policies and procedures that require attention and updating.

ST: The environment need to be consistently monitored, adjusted and strengthened to address the full range of safety, health, emotional and social needs.



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<b>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.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Recruitment and Hiring Strategies	Does not successfully lead the recruitment and hiring process.	Leads the recruitment and hiring process but does not consistently identify effective administrators and educators.	Leads the district's recruitment and hiring process and, through it, consistently identifies effective administrators and educators who share the district's mission.	Consistently identifies effective administrators and educators who share the district's mission. Empowers administrators and faculty members to share in a structured, consistent interview process. Is able to model this element.
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new administrators, provide guidance to them to support educators, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited district-wide induction program for new administrators and teachers and/or inconsistently implements the district's induction strategy; organizes job-embedded professional development that is not consistently high quality or aligned with goals; and/or does not consistently support effective administrators' and educators' career growth. Does not establish criteria for the awarding of professional status.	Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and Development.	Facilitates the administrator-led design and implementation of induction support, job-embedded professional development, and career growth support all of which are aligned with district goals; are consistently viewed by professional personnel as effective and helpful, and provide multiple opportunities for administrator and educator growth and learning. Leads the administrator team in developing district criteria for the awarding of professional status. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Needs Improvement 2	Proficient 3	Needs Improvement 2	Exemplary 4	Needs Improvement 2	Proficient 3

Comments by Committee
MSC: Facilitates a proactive Human Resources team to hire, train and promote from within.
SC
ED  JD We have seen an increase in diversity hiring and that has been very good for the district. Overall, however, we continue to have situations where hiring does not follow school committee policy or best practices, such as qualified internal candidates moved through the interview process only to discover the position was already filled—wasting people’s time, damaging confidence in a fair hiring process, and causing an overall lack of trust and feelings of disrespect among staff. Job descriptions have been posted without the requisite requirements or with inconsistent basic information such as number of work days, as well as a general lack of professional communication with candidates. In the current labor market, the district must stand out in a positive way to attract candidates to our opportunities. The challenge of finding and retaining highly qualified staff is made worse by a steady exodus of good people with years of committed service who left because they did not feel valued
DL: Though only 7% of the staff are from the Asian + Hispanic + Black background, and I would like to see this number goes up; but Dr. Boyd has consistently identifies effective administrators and educators who share the district’s mission. Empowers administrators and faculty members to share in a structured, consistent interview process.
CM Efforts to increase the diversity of our LPS staff have begun to show some results and this effort should be redoubled in the future. The actual function of our HR Office should be a major focus of the Administration in the next year. Efforts to standardize our job descriptions in terms of format, requirements and responsibilities will go a long way professionalize our back of house systems. This also includes work to move our HR record keeping on to MUNIS or another appropriate computerized MIS system. Finally the numerous reports from participants in various interview committees



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about their negative experiences require the attention of the Administration to ensure that these stakeholder voices are appropriately valued during the selection process.

ST

**Indicator 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.**

II-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize instructional time and minimize disruptions and distractions for all school-level staff. Is able to model this element.
II-C-2. Time for Collaboration	Sets unrealistic expectations for administrator team meetings if at all and/or does not create a schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for the administrator team meetings.	Sets inconsistent expectations for administrator team meetings and/or creates a schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced.	Sets expectations for administrator team meetings and creates a schedule that provides sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with administrators' ability to focus on the agenda during team time. Establishes norms for effective team behavior.	Is transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Needs Improvement 2	Proficient 3	Needs Improvement 2	Exemplary 1	Proficient 3	Proficient 3

Comments by Committee
MSC
SC
ED
<p>JD Schools would benefit from more district-led, high-quality professional development. Central Office also must be more efficient at providing schools with supports such as timely and complete enrollment data. Getting enrollment information to the schools late does not give them adequate time to make class lists and conduct outreach to families as well as causing issues with transportation and communication overall.</p>
<p>DL: Dr. Boyd has been transparent and forthcoming about expectations for all administrator team meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Is able to model this element</p>
CM
ST





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CM:

Indicator II-D. <b>Laws, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</b>				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Is able to model this element.
II-D-2. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all district personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Exemplary 4	Proficient 3	Proficient 3	Unsatisfactory 1	Exemplary 4	Proficient 3	Exemplary 4

Comments by Committee
MSC: Demonstrated a clear understanding and compliance with state/federal regulations and shows sound and fair judgement.
SC
ED  JD As per comments at his last evaluation, the Superintendent continues to demonstrate inconsistent compliance with school committee policies. For instance, he is required to operate at the will of the majority of the school committee, which means when a motion passes, it is his responsibility to fulfill it. As this committee knows, my motion for an outside mental health audit passed Dec. 1, 2021. It took months of repeated questioning as to the status of the motion before it moved forward. When the RFP was finally posted in late spring, there were no bids, and by then, the school year was over. There is a pattern here as other motions have passed and been ignored: on two separate occasions, motions made by two different committee members passed re conducting exit interviews. Yet, exit interviews do not occur with consistency and have yet to be reported to the committee. In the last six months, there have been multiple times when I have asked for information on the floor that the superintendent said would be provided at the next meeting, and then didn't. In one case, I asked the same question three times at three consecutive meetings before I put it on as a motion. In addition, written reports continue to lack in basic information or provide the information requested. The superintendent's disregard of the will of the body and his efforts to obstruct information to the committee are unacceptable and a dereliction of school committee policy as well as state law.
DL: Dr. Boyd effectively demonstrated sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately.



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CM
ST

<b>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.</b>				
<b>II-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals or inconsistently manages expenditures and available resources.	Develops a budget that aligns with the district's vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.	Leads the administrator team to develop a district budget that aligns with the district's vision, mission, and goals with supporting rationale; uses budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Is able to model this element.

Evidence From Superintendent	
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Superintendent's Written Feedback	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Exemplary 4	Proficient 3	Proficient 3	Proficient 3	Proficient 3	Proficient 3	Exemplary 4

Comments by Committee
MSC
SC
ED
JD The Fair Student Funding Process for budgeting has been helpful at providing more local control re expenditures.
DL: Dr. Boyd has budget that aligns with the district’s vision, mission, and goals. Allocates and manages expenditures consistent with district/school-level goals and available resources.
CM
ST



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**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-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.**

III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Family Engagement	Does little to welcome families as members of the district, classroom or school community or tolerates an environment that is unwelcoming to some families.	May provide some resources and support and make some attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English.	Provides resources and support for all personnel to use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to district, classroom, school, and community effectiveness. Works with administrators, families, and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Is able to model this element.
III-A-2. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to district effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for district effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Works to increase the types and number of organizations with whom the district partners in order to deepen relationships and increase partner contribution. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Needs Improvement 2	Proficient 3	Proficient 3	Exemplary 4	Proficient 3	Proficient 3

Comments by Committee
<p>MSC: Dr. Boyd has increased diversity in staff and allowed each school to engage families in a culturally sensitive practice ensuring all families feel welcome.</p>
<p>SC: Dr. Boyd received an overall rating of Needs Improvement based on the following findings. Under the engagement indicator our Lowell Public School families did not feel that they are receiving a warm welcome from our Central Office Family Resource Center when they are making phone call for informational support or inquiry related to enrollment or registration in general. There are language barrier that LPS still need to make improvements in order to accommodate our family who are using other language that are not English.</p>
<p>ED</p>
<p>JD As mentioned earlier, increased staff diversity and efforts to provide supports/professional development around awareness and sensitivity to cultural differences are positive steps that provide a more welcoming environment for students and families. I attended an excellent staff program on diversity but it was over a year ago, so I'm hoping similar events and professional development will continue to provide staff with opportunities to look beyond their own experience and gain awareness of other viewpoints, as well as provide a system of support for diverse hires. The Affinity Groups are also helping with this effort, and I look forward to an expansion of these types of programs with more staff participating districtwide.</p>
<p>DL: Dr. Boyd has provided resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. He has been working with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. Dr. has established strategic partnerships with community organizations, community members, and businesses that improve district effectiveness. Dr. Boyd worked to increase the types and number of</p>



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organizations with whom the district partners in order to deepen relationships and increase partner contribution.
CM
ST

<b>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.</b>
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III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with administrators to support educators to identify student needs, does not work with administrators to support families to address student needs, and/or does not draw upon internal or external resources.	Asks administrators to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district.	Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to effectively address student needs and prevent further challenges, connecting students with a network of resources within and outside the district. Is able to model this element.
III-B-2. Family Collaboration	Does not set clear expectations or provide support for administrators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for administrators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports administrators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support administrators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Proficient 3	Needs Improvement 2	Proficient 3	Needs Improvement 2	Needs Improvement 2

Comments by Committee
MSC
SC
ED
<p>JD It is not enough to say things have improved or simply expand on programs that were already in place when the need requires so much more. Mental health and behavior concerns have been escalating and have had a huge impact on our families and our staff. Real school-based supports and overall district plan/implementation is needed to address the increasing number of students with mental health and behavior issues. There was a commitment from the committee that these areas were a priority as well as funds to make a significant impact, but no real leadership or overarching plan to address these issues has been developed over the last year.</p>
<p>DL: Dr. Boyd provided resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners.</p>





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CM This Administration has excelled in reaching out to share information with families and other stakeholders. But the key aspect of this standard is collaboration. The opportunity for families and other stakeholders to actually respond to the information they are provided and more importantly feel able to offer changes and other options that will be respected and have an actual impact is a critical component of authentic collaboration.

ST

Indicator III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Does not set clear expectations for or provide support to administrators to communicate with families. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to administrators to communicate with families but does not stress the importance of two-way communication channels. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media.	Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions	Sets clear expectations for and provides differentiated support to ensure that all administrators design and implement frequent personalized communications, respond carefully and promptly to communications from families, and solicit feedback from families that informs improvement to communication plans. Is able to model this element.
III-C-2. Culturally Proficient Communication	Does not set clear expectations for or provide support to administrators regarding culturally sensitive communication and/or allows inappropriate disrespectful communication with families that ignores different family cultural norms.	May set expectations for administrators regarding culturally sensitive communication but does not provide support to them; and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	Sets clear expectations for, models, and provides differentiated support regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.

<b>Evidence From Superintendent</b>	•
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Proficient 3	Proficient 3	Proficient 3	Proficient 3	Exemplary 4

Comments by Committee	
MSC	
SC	
ED	
JD	Increased efforts at overall communication to families (newsletter, school presentations etc) and access to languages other than English have improved and are important steps to engage families in student learning. More opportunities for effective feedback and two-way communication would be significant as well.
DL:	Dr. Boyd set clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families



## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

CM
ST

<b>Indicator III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</b>
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III-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	May systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides system and support for all school personnel to reach out to families proactively, as soon as concerns arise. Effectively reaches equitable solutions that satisfy families, faculty, and staff and are in the best interest of students. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Needs Improvement 2	Proficient 3	Needs Improvement 2	Proficient 3	Proficient 3	Proficient 3

Comments by Committee
MSC
SC
ED
JD Unclear escalation path and districtwide systems of support for families who are having significant concerns at the school level are a concern as well as inconsistent response.
DL: Dr Boyd provided system and support for all school personnel to reach out to families proactively, as soon as concerns arise
CM
ST



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**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.

<b>Indicator 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.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement with the administrator team, and/or may demonstrate low expectations for faculty and staff.	May ask administrators for commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all.	Leads administrators in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with administrator team regularly. Is able to model this element.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but rarely uses them to guide decision making.	Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making.	Leads administrators to develop core values and mission statements, share these statements with families and the school district community, and use them to guide decision making. Is able to model this element.
IV-A-3. Meetings	Leads administrator meetings that lack clear purpose and/or are primarily used for one-way informational updates.	May lead administrator meetings that include both one-way informational updates and participatory activities focused on matters of consequence, but does not clearly establish norms.	Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior.	Plans and facilitates engaging administrator team meetings in which small groups of administrators learn together and create solutions to instructional leadership issues. Team has established norms for behavior and consistently adheres to them. Consistently evaluates the effectiveness of the administrator team meetings. Is able to model this element.

<b>Evidence From Superintendent</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Proficient 3	Needs Improvement 2	Exemplary 4	Proficient 3	Proficient 3

Comments by Committee
MSC
SC: Dr. Boyd received an overall rating of Proficient based on the following findings. Dr. Boyd has always set high standard for achievement by regularly visiting school and holding all school administration accountable on their commitment.
ED
JD Effective leadership requires listening, building trust among stakeholders, and earning respect by setting an example that recognizes the value of others' contributions. Leadership without these factors is unhealthy in any organization but especially in an institution of learning.
DL: learning with high expectations for achievement. Please keep up your commitment to this and continue to make valuable progress!
CM



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ST
CM:

**Indicator 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.**

IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support administrators and staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies are not culturally sensitive; and/or provides limited resources for administrators to support the development of cultural proficiency.	Develops and implements culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Provides administrators with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences	Leads stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences. Is able to model this element.

<b>Evidence From Superintendent</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Needs Improvement 2	Proficient 3	Proficient 3	Exemplary 4	Needs Improvement 2	Needs Improvement 2

Comments by Committee
MSC: Dr. Boyd has provided administrators with resources to support and build cultural proficiency to promote a school culture that affirms individual differences.
SC: LPS need to invest in cultural competency professional development to ensure that policy and procedures in our school will enable staff and student to interact in a culturally diverse environment,
ED
JD We have made improvements in providing a more culturally diverse and supportive environment for students and staff; continued quality professional development and sustained efforts in these areas will enable long-term, sustainable impacts across the district.
DL: Dr. Boyd has lead stakeholders to develop and implement culturally sensitive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowered administrators with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences
CM This has definitely been a focus of this Administration. My “Needs Improvement” indicates that while this effort has begun, there is still significant work ahead before we can claim that we are proficiently promoting a culture that affirms individual differences
ST





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**Indicator IV-C. Communications: Demonstrates strong interpersonal, written and verbal communication skills.**

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Demonstrates strong interpersonal, written, and verbal communication skills.	Demonstrates strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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## Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Exemplary 4	Needs Improvement 2	Proficient 3	Unsatisfactory 1	Exemplary 4	Needs improvement 2	Exemplary 4

<p>Comments by Committee</p>
<p>MSC: Dr. Boyd has strong verbal and written communication skills.</p>
<p>SC: LPS need to be better equipped with communication by making sure that there is either translator that are readily available for the district or a stronger translation program when sending out newsletter.</p>
<p>ED</p> <p>JD The Superintendent regularly over communicates with lengthy reports that do not provide pertinent details. Often basic, but critical information, is not included, such as a school opening report that shows slides of cleaned hallways but fails to mention hundreds of students are not yet enrolled. In addition, packed agendas have important decisions placed as the last item of business—again with key details left out. For example, the last item on the mid-June meeting agenda was to approve 12 new job descriptions quickly, so they could be posted by July 1. This is not effective communication or good management of the committee’s time, nor does it demonstrate respect for our role. With me personally, the Superintendent has not demonstrated interpersonal skills conducive to a professional culture. To my question re his personal goal for improvement, he stated improving our relationship is an area he wishes to work on, and I am hopeful that he will put forth that effort. As I’m sure my colleagues and the public have noticed, it is frequently my motions that get left off the agenda or ignored for months, my subcommittee meetings that require additional effort to schedule, my questions that do not get answered or adequately addressed in reports.</p>
<p>DL: Dr. Boyd has demonstrated strong context- and audience-specific interpersonal, written, and verbal communication skill</p>
<p>CM Reports to the school committee regularly are lacking back up documentation in a clearly presented fashion. Additionally the number of times</p>



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that the Committee has been called on to make a time sensitive decision without enough time for questions or follow up is inappropriate.
ST

**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.**

IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices, and/or discourages reflection among administrators, faculty and staff.	May encourage administrators to reflect on the effectiveness of interactions with faculty and students and to use data and best practices to adapt practice but does not support administrators in these practices.	Leads all administrators and teams to reflect on the effectiveness of interactions with faculty and students. Ensures that administrators use data, research, and best practices to adapt practice to achieve improved results.	Models for administrators how to reflect on the effectiveness of interactions with faculty and students and uses data, research, and best practices to adapt practice to achieve improved results. Supports all educators to work in teams as often as is feasible and appropriate. Is able to model this element.
IV-D-2. Continuous Learning of Administrator	Does not reflect on personal practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on personal practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Reflects on and improves personal practice, sets meaningful goals, and develops new approaches in order to improve efficiency and practice.	Demonstrates openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent’s Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement 2	Needs Improvement 2	Exemplary 4	Proficient 3	Proficient 3

Comments by Committee	
MSC	
SC	
ED	
JD	The Superintendent does not model the type of reflective, collaborative and inclusive culture he claims to promote for our schools. Staff continue to be afraid to speak out, afraid to be targeted for disagreeing, or even to have access to him. This is not a healthy environment for staff; as mentioned earlier, leadership without open sharing of information is limiting and does not promote or model an environment of continuous learning.
DL	Dr. Boyd has demonstrated openness and commitment to learning; reflects on personal practice; and relies on student data, current research, and best practice to improve own leadership.
CM	
ST	



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<b>Indicator IV-E. Shared Vision: 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.</b>
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IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does little to engage stakeholders in the creation of a shared educational vision, or the vision is disconnected from college and career readiness, civic engagement, and/or community contributions.	Engages administrators, staff, students, families, and community members in developing a vision focused on some aspects of student preparation for college and career readiness, civic engagement, and community contributions.	At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions.	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizenship. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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Committee Members	MSC	SC	ED	JD	DL	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Needs Improvement	Needs Improvement	Exemplary 4	Proficient 3	Needs Improvement



**Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric**

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Comments by Committee	
MSC	
SC	
ED	
JD	Creating a shared vision that is effective throughout an organization cannot be forced or achieved through fear or stifling others. It requires leadership that promotes the sharing of ideas, recognizes shared perspectives and experiences contribute to the best decisions, and models those values.
DL:	Dr. Boyd has lead administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around preparation for college and careers and responsible citizens.
CM	
ST	
CM:	

<b>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.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>



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IV-F. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but responds inconsistently and does not always employ a non-confrontational approach	Employs a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning. Models this practice for the administrator team.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, using both as opportunities for learning. Provides professional development for the administrator team to build these conflict resolution strategies. Is able to model this element.
IV-F-2. Conflict Resolution	Does not address conflicts in a solution-oriented and/or respectful manner.	May attempt to respectfully resolve conflicts as they arise, but employs only a limited range of strategies.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner. Models this behavior for the administrator team.	Consistently employs a variety of strategies to resolve conflicts in a constructive and respectful manner and empowers and supports administrators to use these approaches. Is able to model this element.
IV-F-3. Consensus Building	Does not attempt to build consensus within the district community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school district community, with varying degrees of success.	Builds consensus within the school district community around critical school decisions, employing a variety of strategies.	Employs a variety of strategies to build consensus within the school district community around critical school decisions, while encouraging dialogue and different points of view. Is able to model this element.

<b>Evidence From Superintendent</b>	
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<b>Superintendent's Written Feedback</b>	
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### Standards and Indicators of Effective Administrative Leadership - - Superintendent Rubric

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Proficient 3	Proficient 3	Proficient 3	Needs Improvement 2	Proficient 3	Needs Improvement 2	Proficient 3

Comments by Committee	
MSC	
SC	
ED	
JD	
DL:	Dr. Boyd has employed a non-confrontational approach for responding respectfully and appropriately to disagreement and dissent, using both as opportunities for learning.
CM	Districtwide decisions do not result from effective consensus building. Again, information is shared in many different ways but efforts to engage the Committee and other stakeholders, both internally and externally, in ways that actually give them an authentic opportunity to have input must be improved.
ST	





### End of Cycle Summative Evaluation

#### Summative Professional Improvement Goals

Professional Practice Goal

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Met	Met	Some Progress				Significant Progress

Student Learning Goals

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Significant Progress	Significant Progress	Significant Progress				Some Progress

District Improvement Goals

Committee Members	MSC	SC	ED	JD	DI	CM	ST
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Rating by Committee Member	Significant Progress	Met	Significant Progress				1F- (SEL/CLASP) Significant Progress  IV-E(engage stakeholders) Significant Progress
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### Summative Performance Standards

#### Instructional Leadership

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Proficient	Proficient	Needs Improvement			Proficient	Proficient
Comments by Committee							
MSC							
SC							
ED: There are so many great programs that we offer for Instructional Leadership. Although, the offering, providing professional development and implementation needs to be more accessible to staff.							
JD							



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DL:
CM
ST
CM:

### Management and Operations

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Exemplary	Needs Improvement	Proficient			Proficient	Proficient
Comments by Committee							
MSC							
SC							
ED: Response to Covid-19 for this massive district was handled as best it could. Time frames for school opening/closings could have been better to provide parents with more notice, although no person nor district has ever experienced this epidemic.							
JD							
DL:							



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CM
ST
CM:

### Family and Community Engagement

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Proficient	Needs Improvement	Proficient			Proficient	Proficient
Comments by Committee							
MSC							
SC							
ED: The back to school parties have been a huge success since 2019. Lowell has had the opportunity engage and meet administration and staff and have a memorable day.							
JD							
DL:							



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CM
ST
CM:

### Professional Culture

Committee Members	MSC	SC	ED	JD	DI	CM	ST
Rating by Committee Member	Proficient	Proficient	Proficient			Needs Improvement	Proficient
Comments by Committee							
MSC							
SC							
ED: Professional commendations are extremely uplifting. Although, is there a rubric to obtaining commendations? or is it solely up to the principal? is it equitable across buildings, city employees?							
JD							
DL							



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CM: The ability to actively listen to fellow educators from within the district and allow them to actually impact plans and strategies moving forward, would profoundly improve the professional culture.

ST: There are genuine efforts made toward the overall culture. However, there are areas where actionable steps, if employed will greatly impact the district. One important area for improvement is in the area of shared vision. There have been ideas explored and changes spoken about without bringing all levels of the district to the table. That is problematic as it can potentially create separation and confusion moving things forward but not collectively. In addition work consistently needs to be done on the culture specifically concerning language, curriculum adjustments and enrichments where appropriate also need to take place.

CM:

### Additional Committee Comments

MSC

SC

ED:

JD

DL

CM

ST: As an overall evaluation I find the Superintendent is proficient. In full clarity there still exist many areas that need improvement in order for the district to go to the next level. There remain serious concerns with the gaps in the LatinX population and spacing throughout the district to ensure every student and teacher is housed in a physically, socially/emotionally, and culturally linguistically sustaining program.

CM:



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1. Instructional Leadership	MSC	SC	ED	JD	DL	CM	ST	Committee Average	
A		3	3	2	2	4	3	2	
B		3	3	2	2	4	3	3	
C		3	3	2	2	4	2	2	
D		3	3	2	3	3	3	3	
E		3	3	2	2	4	3	3	
<b>Average</b>		3	3	2	2.2	3.8	2.8	2.6	2.86
2. Management and Operations									
A		2	2	3	1	4	2	3	
B		3	2	3	2	4	2	3	
C		3	2	3	2	4	3	3	
D		4	3	3	1	4	3	4	
E		4	3	3	3	3	3	4	
<b>Average</b>		3.2	2.4	3	1.8	3.8	2.6	3.4	3.29
3. Family and Community									
A.		3	2	3	3	4	3	3	
B.		3	3	3	2	3	2	2	
C.		3	3	3	3	3	3	4	
D.		3	2	3	2	3	3	3	
<b>Average</b>		3	2.5	3	2.5	3.25	2.75	3	2.71
4. Professional Culture									
A.		3	3	3	2	4	3	3	
B.		3	2	3	3	4	2	2	
C.		4	2	3	1	4	2	4	
D.		3	3	2	2	4	3	3	
E.		3	3	2	2	4	3	2	
F.		3	3	3	2	3	2	3	
		3.17	2.67	2.67	2.00	3.83	2.50	2.83	2.71
<b>Total</b>		3.09	2.64	2.67	2.13	3.67	2.66	2.96	2.89