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*Haverhill Public Schools*  
*Office of the Superintendent*

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**From:** "Marotta, Margaret" <margaret.marotta@haverhill-ps.org>

**Subject:** One More for SC packet

**Date:** January 22, 2020 at 9:09:27 PM EST

**To:** "Cassano, Beverly" <bcassano@haverhill-ps.org>

Hi Beverly please add this to the SC packet - the Superintendent's self-evaluation is a required part of the DESE mandated evaluation process - I previously forwarded you a copy of my draft goals.

MM

# Self-Assessment and Goal-Setting Form



Margaret Marotta Superintendent

Educator—Name/Title: \_\_\_\_\_

Primary Evaluator— Name/Title: School Committee

Supervising Evaluator, if any—Name/Title/Role in evaluation:  
\_\_\_\_\_

School(s): All Haverhill Public Schools

## Part 1: Analysis of Student Learning, Growth, and Achievement

*Using evidence such as results from available assessments, briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. This analysis will inform the development of your student learning goal(s).*

[603 CMR 35.06 \(2\)\(a\)1](#)

As a school district Haverhill lacks a consistent vision of excellence that guides all students to reach their potential. Consistency in curriculum, instruction, materials and facilities will support ALL students by providing rigorous learning opportunities and adding real-time scaffolds that address student needs. These supports must be academic in nature, but simultaneously must address the social, emotional, and basic daily needs of our students, as too many of our students feel the impact of poverty on a daily basis.

The educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them. Students who are expected to learn more or perform better generally do so, while those held to lower expectations usually achieve less. These lowered expectations impact attendance, scores on standardized assessments, suspension rates, and ultimately graduation rates for subgroups of students.

To move from good to great and to uphold high expectations for themselves and their students, our teachers need resources. Resources such as a well-defined curriculum based on the standards, research- based instructional materials, and professional development that supports teacher learning.

### MCAS Achievement

In SY 2018-19 Massachusetts introduced the Next-Gen MCAS. According to DESE *“A good testing system is tied directly to good teaching and learning....The MCAS tests, used in concert with ambitious learning standards, have played an important role in the achievement gains of the past 20 years....However, MCAS was not designed to measure readiness for success in college or a career after high school. In fact, more than a third of the state's public school graduates who attend Massachusetts's public colleges or universities are placed in remedial courses....Today, we have a better understanding about learning progressions in mathematics, text complexity and the interplay of reading and writing, and the academic expectations of higher-education institutions and employers...Now that we have upgraded our learning expectations over the years through revisions to our learning standards and content standards, it is time to upgrade our assessments for the next generation of students. The Next-Generation MCAS will build upon the best aspects of the MCAS assessments that have served the Commonwealth well for the past two decades. The test will include innovative items created to assess the Massachusetts learning standards.”*

This new more rigorous Next-Generation MCAS was largely introduced in 2019 and scores in schools across the state dropped from previous years, as was expected. The state warned the scores could and should not be compared to previous scores as both the assessment and the accountability system underwent significant change. In 2018, the Massachusetts Department of Elementary and Secondary Education (DESE) had begun reporting accountability results under its new framework for district and school accountability and assistance, results for HPS for SY 2018 and SY 2019 are disaggregated by school below:

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School	Accountability classification 2018	Accountability classification 2019
Bradford Elementary	Not requiring assistance	Not requiring assistance
Hunking School	Insufficient data	Not requiring assistance
Consentino Middle School	Requiring assistance	Not requiring assistance
Dr Paul Nettle	Not requiring assistance	Not requiring assistance
Golden Hill	Requiring assistance	Not requiring assistance
Haverhill High	Not requiring assistance	Not requiring assistance
John G Whittier	Not requiring assistance	Not requiring assistance
Pentucket Lake Elementary	Not requiring assistance	Not requiring assistance
Silver Hill Elementary	Not requiring assistance	Not requiring assistance
Tilton Elementary	Not requiring assistance	Not requiring assistance

The latest MCAS data shows s improvement for the Haverhill School District with Haverhill moving to having no schools labeled “Requiring Assistance”.

The MCAS Alternative Assessment is a portfolio designed to measure a student's knowledge of key concepts and skills outlined in the Massachusetts Curriculum Frameworks. Only a small number of students with the most significant disabilities who are unable to take the standard MCAS tests even with accommodations participate in the MCAS Alternate Assessment (MCAS-Alt). The aforementioned change in accountability systems occurred as DESE simultaneously identified the Haverhill school system as having the 2<sup>nd</sup> highest rate of MCAS Alts in the state, and demanded a significant reduction in this disproportionality. The overwhelming majority of students that participate in the MCAS Alt will not earn a diploma and the way in which these assessments are scored can inflate school and district overall MCAS scores - thus causing DESE to carefully monitor the process. The HPS district has been identified by DESE in SY 17-17 and SY 17-18 as having a significant over-identification of students placed on the MCAS Alternate Assessment. This impacts the student’s long-term likelihood of graduation by allowing for a significantly modified curriculum to increase learning gaps. In SY 18-19 as a school district we committed to moving as many students as appropriate from the MCAS Alt to the on-demand testing system, a preponderance of such students were at the Nettle school. Ultimately roughly 70 fewer students at the Nettle participated in the MCAS Alt in SY 19 than in SY 18 , As a school system we knew this was the right move for our students and that this change would come at a price in terms of public perception as the school’s scores would most certainly fall.

Similarly, at Haverhill High School large numbers of students had been retained in Grade 9 in the SY 18 as evidenced by a total of 359 grade 10 students taking the MCAS Assessment in SY 18 and 466 students taking the assessment the following year – a 30% increase in assessment participation without a significant change in student population at the school. This again resulted in a drop in scores for the group but allowed students access to the assessment and the possibility of graduation.

It should be noted that each of these schools continued to be considered Making Progress by DESE despite the changes in scores as the new metric is more comprehensive and requires a wider variety of accountability measures. Similarly, in SY 2018 Haverhill had 1284 students identifying as Latino participate in the MCAS Non-High School ELA Assessment and in SY 2019 1468 students identifying as Latino participated in the same assessment this is a 7% increase in the assessment of Latino students, with a 2 % increase in the districtwide Latino population over that time period..

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## Attendance

With an SY 18-19 average daily attendance rate of 93.3%, the city's overall attendance rate is close to the state average of 94.6%. However, the chronic absenteeism rate (missing more than 10% of the school year) for the district is a full 7 % greater than the state average for chronic absenteeism. Haverhill's chronic absenteeism rate is 20.3 %, Below is a breakdown of chronic absenteeism by school:

Haverhill Percentage of Chronically Absent Students by School		
School	SY 17-18	SY 18-19
Bradford	13	14.6
Hunking	10.2	11.9
Bartlett	39.3	35
Consentino	23	19.5
Crowell	36.5	24
Nettle	20.5	19
Golden Hill	24.6	22.2
Greenleaf	46.4	33.33
HALT	73.1	61.1
HHS	29.2	27.7
Whittier	16.2	15.1
Moody	23.7	26.6
Pen Lake	16.9	12.7
Silver Hill	6	10.4
Teach	45.2	40.6
Tilton	26	24
Walnut Sq	12.9	12.6
District	23.0	20.3

In order to meet DESE Chronic Absenteeism targets for SY 19-20 HPS will need to reduce K- 8 chronic absenteeism by 1% from SY 18-19 for All Students and by 2.3 % for our Lowest Performing K – 8 students. At the high school level, we will need to reduce chronic absenteeism by 1.7% for All Students and 5.3% for the Lowest Performing subgroup.

## Budget/Visioning

The SY 19-20 budget process was based on a vision of increased equity across our schools for all students. As we began preparation for the SY 20-21 budget, a budget workshop was held for district leadership, over 50 people, including principals, assistant principals, curriculum supervisors and operational leaders gathered to reflect on our shared goals set forth in last year's budget process and to consider priorities for the upcoming year. As a group we reviewed budget priorities and determined what had been DONE, what had been started but was still in DEVELOPMENT, what had been raised as a potential priority but ultimately NOT FUNDED and what were issues that have since arisen that are NEW TO DISCUSSION.

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DONE	IN DEVELOPMENT	NOT FUNDED	NEW TO DISCUSSION
Free Kindergarten	Chronic Absenteeism	Website	Substitutes
Eliminated Sports Fees	Maintenance /Facilities	Effective Tier I Instruction Definition & Implementation	Transportation
Parent Liaisons	More Parent Liaisons & Translation Access	Comprehensive Tier I SEL Supports	
Free Breakfast/Lunch	Build Better SEL Tier I Strategies	Math Coaches & Interventionists	
Student Support Coordinators Middle Schools	Common Planning Time In Place - Needs Refinement	Comprehensive Reading/Writing Curriculum	
Right Sizing	Specific PD for Special Ed and Counselors & EL Teachers	Librarians & IT Certified staff	
1 to 1 Tech in MS/HS	Confianza Coaching	More Math Coaches	
Add SRO	Literacy Coaches – More PD and Supports		
Implement ALICE	Alternative Learning School Options		
ST Math			
LetterLand K - 1			

As a team we are proud of the work that has been accomplished, and aware of the work ahead. As the group set priorities for our work in the upcoming year, the team determined that the biggest levers for change within the district in the upcoming year will be to

- Deepen our work on Tier 1 Instruction and that in particular we must continue to invest our time, money and resources into literacy and the creation of a pre-K to 12 Reading and Writing curriculum, instruction and assessment system
- Create a robust evidenced based Tier 1 Social Emotional Learning system teaches pro-social behavior and implements behavioral interventions to improve academic and social behavior outcomes for all students.
- Increase the access to mental health professionals and supports in our schools
- Increase the number of Family Engagement Specialists
- Expand high quality alternative education access to students grades K -12; including programs for over age under credited students.

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## Part 2: Assessment of Practice Against Performance Standards

*Citing your district's [performance rubric](#), briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or elements, or span multiple Indicators or elements within or across Standards. This assessment will inform the development of your professional practice goal(s).*

[603 CMR 35.06 \(2\)\(a\)2](#)

**DESE has defined the priorities of a district leader for improving learning for all students as the following:**

- **ENSURING SYSTEMS ALIGNMENT AND COHERENCE.** An effective district leader establishes high-functioning systems that work together in support of the district's vision. These systems include data and measurement systems, hiring and recruitment processes, talent development and professional learning systems, curriculum and instruction supports, etc. When these systems are coherent and aligned with the district's vision and goals, school leaders are better positioned to execute their responsibilities in support of student learning. The model rubrics represent this coherence through the vertical alignment from classroom teacher rubric to school level administrator rubric to superintendent/district administrator rubric.
- **EMPOWERING PRINCIPALS and OTHER DISTRICT ADMINISTRATORS.** An effective district leader builds the capacity of school leaders and district administrators to enact the district's vision and its commitment to students. In order to do this well, the superintendent must first have the knowledge, skills, commitment, beliefs, and authority to make critical decisions on behalf of students and staff. They then model these skills through the provision of consistent, high quality feedback to school and district leaders on their leadership practice, and empower them to be successful administrative leaders. Empowering others is the highest form of leadership; as such, the term "empowers" is often noted in the "Exemplary" descriptors in this rubric.
- **LEADING WITH A COMMITMENT TO EQUITY.** An effective superintendent creates inclusive, multicultural school environments for adults and children and demands equally high outcomes for all participants in the educational system. Leading with a commitment to equity means challenging the predictability of success or failure that currently correlates with any social or cultural factor through the disruption of inequitable practices; the examination of biases; and the discovery and cultivation of the unique gifts, talents and interests that every human possesses.<sup>1</sup> The model rubric denotes a superintendent's responsibility to equity in references to "all students," a commitment to data-informed decision-making, and the emphasis on culturally responsive teaching and leading.

As part of my entry process to HPS I was asked to propose an entry plan, execute that plan and provide the school committee with written findings on the state of the district. As part of those findings, I wrote *"Equity refers to the principle of fairness. In Haverhill, a variety of systemic barriers present roadblocks to educational equity for some of our students. Examples of barriers include user fees for athletics, entrance exams that do not include all students for rigorous academic programs, fees for summer credit recovery, tuition-based kindergarten, and a lack of translation and interpreting services. Other barriers include excessively large class sizes in some schools, and too many facilities that are not ready for 21<sup>st</sup> century learning. This lack of equity exacerbates opportunity gaps and segregates our schools and our community."* The document is now used by the Massachusetts Association of School Superintendents, New Superintendent's Induction Program as an exemplar in to teach new superintendents how to document entry findings and to begin conversations about equity. I have presented these findings at the MASC/MASS Annual Conference and for the Year 1 and Year 2 NSIP Cohorts. I believe that I have a strength in the area of Leading with a Commitment to Equity.

<sup>1</sup> Adapted from the [National Equity Project's](#) definition of "educational equity"

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Additionally, much of the work completed last year around Right Sizing and reorganizing central office departments and tasks was related to Ensuring Systems Alignment and Coherence. The school committee’s evaluation of my performance from last school year offered high marks in this area. As we build a team at the school and district level we are engaged in the process of Empowering School and District Level Leaders, to do this well, *“the superintendent must first have the knowledge, skills, commitment, beliefs, and authority to make critical decisions on behalf of students and staff.”* I believe that I have the skills commitment and beliefs needed and that I can build an effective, high functioning team that will work together to enhance the life and learning of all the students of HPS – however in order to achieve this goal we must as a team be granted the authority to make the critical decision on behalf of the students of Haverhill.

In reviewing last year’s evaluation I was rated:

**Assess Performance on Standards.**

**Indicators**

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

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

Indicators	Unsatisfactory	Needs Improvement/ Developing	Proficient	Exemplary
Standard I: Instructional Leadership			6	1
Standard II: Management and Operations			5	2
Standard III: Family and Community Engagement	1	1	5	
Standard IV: Professional Culture		2	4	1

As part of this evaluation process I have reflected on district data and evaluative feedback and I have drafted goals and submitted those goals to the School Committee. I look forward to working collaboratively with the committee to finalize these goals and to continue to work together to improve student achievement .

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**Part 3: Goal-Setting**

*Based on strengths and areas for growth identified in your self-assessment, identify a minimum of **one student learning goal** and **one professional practice goal**. Team goals must be considered per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.*

**S.M.A.R.T.:** S=Specific and Strategic; M=Measurable; A=Action Oriented;  
R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

Check all that apply<sup>2</sup>:       Proposed Goals       Final Goals      Date: \_\_\_\_\_

<b>Student Learning S.M.A.R.T. Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>	<b>Professional Practice S.M.A.R.T. Goal</b> <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team:	<input type="checkbox"/> Individual <input type="checkbox"/> Team:

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator\* \_\_\_\_\_ Date \_\_\_\_\_

\* The evaluator’s signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

<sup>2</sup> If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.