



**MILWAUKEE
PUBLIC SCHOOLS**



**Superintendent's Master Action Rubric
*2017-18 Evaluation Process***

This rubric is aligned to the District Goals and Eight Strategic Objectives.

Academic Achievement
Student, Family & Community Engagement
Effective & Efficient Operations



Close the GAP

**Educate the
Whole Child**

**Redefine the
MPS Experience**

**Rethink
Secondary
Schools**

**Re-envision
Partnerships**

**Strengthen
Communication
Systems &
Outreach
Strategies**

**Develop Our
Workforce**

**Improve
Organizational
Processes**

Evaluation Scoring Criteria
Nine Evaluation Criteria

- ▶ **Objective 1 – Close the Gap:** MPS is a national symbol of excellence for educating all students, providing a rigorous academic program that ensures equitable opportunities for all children to reach their full potential.
- ▶ **Objective 2 – Educate the Whole Child:** MPS provides a nurturing, consistent and validating experience for every child so that both educational and social-emotional needs are met.
- ▶ **Objective 3 – Redefine the MPS Experience:** Every MPS school provides a robust co/extracurricular experience that engages and inspires every child.
- ▶ **Objective 4 – Rethink Secondary Schools:** Every MPS student graduates on time with a personalized pathway to success in college, career and life.
- ▶ **Objective 5 – Re-envision Partnerships:** MPS cultivates and maintains mutually beneficial partnerships and collective impact efforts to maximize resources that promote greater student outcomes.
- ▶ **Objective 6 – Strengthen Communication Systems & Outreach Strategies:** The community is engaged in, understands and supports the work of MPS and families choose our district as a trusted and valued education provider.
- ▶ **Objective 7 – Develop Our Workforce:** As an organization respected for supporting diverse, healthy, highly skilled and engaged employees, MPS is an employer of choice.
- ▶ **Objective 8 – Improve Organizational Processes:** MPS is a leader in using best practices, systems and processes equitably and efficiently to align and maximize resources in support of our strategic objectives.
- ▶ **Objective 9 – Superintendent – Board & Community Relations/Communication:** Seeking continuous improvement in the area of Board and community relations/communication.

| Scoring Criteria |
|----------------------------|
| 4 – Excellence |
| 3 – Proficient |
| 2 – Developing |
| 1 – Opportunity to Improve |

| Objective 1 | Close the Gap: MPS is a national symbol of excellence for educating all students, providing a rigorous academic program that ensures equitable opportunities for all children to reach their full potential. | | | |
|---|---|--|---|---|
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Equity, Access and Opportunity ❷ Continuous Improvement for Teaching & Learning ❸ School Transformation ❹ Bilingual Multicultural Education ❺ Cultivate Collective Impact | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Evidence of increased access to opportunities for all students ❷ Demonstrates work toward improvement of teaching and learning ❸ Evidence of deliberate school transformation efforts ❹ Demonstrates support to Bilingual & Multicultural education ❺ Cultivates collective impact as a means of building partnerships around student achievement | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |
| Objective 2 | Educate the Whole Child: MPS provides a nurturing, consistent and validating experience for every child so that both educational and social-emotional needs are met. | | | |
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Social-Emotional Learning Supports ❷ Promote Healthy Choices ❸ Strengthen Student-Teacher Relationships ❹ Expand Early Childhood Opportunities | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Evidence of social-emotional support development for students ❷ Evidence that healthy choices are taught, encouraged and available to students ❸ Demonstrates support to strengthened student-teacher relationships ❹ Expands early childhood opportunities | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |
| Objective 3 | Redefine the MPS Experience: Every MPS school provides a robust co/extracurricular experience that engages and inspires every child. | | | |
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Expand Fine Arts Opportunities ❷ Expand Co/Extracurricular Opportunities ❸ Redefine Extended Learning Opportunities ❹ Enhance Recreation Access & Opportunities | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Evidence of Art, Music, Dance & Drama opportunities in all schools ❷ Evidence of increased co/extracurriculars in all schools ❸ Demonstrates redefined or strengthened extended learning opportunities ❹ Enhances recreation access and opportunities | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |

| Objective 4 | Rethink Secondary Schools: Every MPS student graduates on time with a personalized pathway to success in college, career and life. | | | |
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| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Rethink High Schools ❷ Rethink Middle Schools ❸ College Readiness Transformation ❹ Career Readiness Transformation | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Evidence of work and progress toward rethinking high schools ❷ Evidence of work and progress toward rethinking middle schools ❸ Demonstrates strengthened focus on college readiness ❹ Demonstrates strengthened focus on career readiness | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |
| Objective 5 | Re-envision Partnerships: MPS cultivates and maintains mutually beneficial partnerships and collective impact efforts to maximize resources that promote greater student outcomes. | | | |
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Develop Robust Business Partnerships ❷ Empower Families ❸ Advocate for the Well-being of Students & Community | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in 2 or more Proficient Criteria | ❶ Evidence of a clear strategy to develop robust business partnerships ❷ Demonstrates commitment to family and student empowerment ❸ Advocates for the well-being of students and the community | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |
| Objective 6 | Strengthen Communication Systems & Outreach Strategies: The community is engaged in, understands and supports the work of MPS and families choose our district as a trusted and valued education provider. | | | |
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Stabilize Enrollment ❷ Improve Internal Communication ❸ Execute MPS Branding & Awareness Campaign ❹ Embed Customer Service in MPS Culture | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in 2 or more Proficient Criteria | ❶ Stabilized enrollment as a result of specific efforts ❷ Evidence of work underway to improve internal communication ❸ Demonstrates execution of a branding and awareness campaign ❹ Embeds customer service in MPS culture through specific actions | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |

| Objective 7 | Develop Our Workforce: As an organization respected for supporting diverse, healthy, highly skilled and engaged employees, MPS is an employer of choice. | | | |
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| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Improve Recruitment & Retention of Staff ❷ Cultivate Employee Well-being ❸ Performance, Compensation & Recognition ❹ Leadership Development | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Demonstrates progress toward improved recruitment and retention of staff ❷ Cultivates employee well-being ❸ Evidence of addressing employee performance, evaluation and recognition ❹ Evidence of leadership development | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |
| Objective 8 | Improve Organizational Processes: MPS is a leader in using best practices, systems and processes equitably and efficiently to align and maximize resources in support of our strategic objectives. | | | |
| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <u>Lines of Effort</u> ❶ Infrastructure Alignment ❷ Strategic Planning & Project Management in MPS ❸ Student & Building Safety ❹ Asset & Resource Development | ❶ Little to no evidence is provided to demonstrate the work in progress | ❶ Evidence is provided to demonstrate proficiency in two or more Proficient Criteria | ❶ Demonstrates commitment to align infrastructure ❷ Evidence of progress in strategic planning and project management in MPS ❸ Evidence of efforts to improve student and building safety ❹ Develops critical assets and resources for increased efficiency | ❶ All proficient criteria are met and/or ❷ Recognition of excellence has been provided in one or more Lines of Effort and/or ❸ District has met or exceeded success indicator targets |

| Objective 9 | Superintendent – Board & Community Relations/Communication: Seeking continuous improvement in the area of Board and community relations/communication. | | | |
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| | Opportunity to Improve (1) | Developing Criteria (2) | Proficient Criteria (3) | Excellence Criteria (4) |
| <p><u>Lines of Effort</u></p> <ol style="list-style-type: none"> ➊ Seek new opportunities to improve collaboration and communications with individual Board members and the Board as a whole ➋ Consistently communicate important district information in a timely manner to all Board members ➌ Regular follow up on individual Board members requests for information pertaining to Board policy, governance and community issues ➍ Accessibility to members of the Board as is reasonable and practicable ➎ Building strong working relationships with the media | <ul style="list-style-type: none"> ➤ Does not maintain regular communication with the Board and does not seek new and varied methods to do so in order to strengthen Superintendent-Board relations | <ul style="list-style-type: none"> ➤ Maintains communication with the Board and demonstrates beginning development as to seeking new methods to strengthen Board-Superintendent relations ➤ Is working toward developing strong | <ul style="list-style-type: none"> ➤ Collaborates regularly and takes a consistent and equitable approach to communicating important district information with all Board members in a timely manner ➤ Regularly follows up on individual Board members' requests for information and seeks additional information as necessary to respond accurately | <ul style="list-style-type: none"> ➤ Is proficient and consistently seeks new opportunities to collaborate and to improve/increase communication between the Superintendent and all Board members to build and strengthen Board relations ➤ Takes a consistent and equitable approach to communicating important district information with all Board members in a timely manner ➤ Regularly follows up on individual Board members' requests for information and seeks additional information as necessary respond accurately ➤ Is regularly available to members of the Board as is reasonable and practicable ➤ Builds strong working relationships with the media and increases community and business partnerships on behalf of the district |