



# Town of Reading Meeting Posting with Agenda

## Board - Committee - Commission - Council:

School Committee

Date: 2022-06-09

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk's hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

**All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.**

## Topics of Discussion:

|           |    |  |
|-----------|----|--|
| 7:00 p.m. | A. | Call to Order  |
| 7:05 p.m. | E. | New Business<br>1. Staff Recognition   |
| 7:30 p.m. | B. | Public Comment<br><br>Consent Agenda<br>1. Minutes (05-26-2022)<br>2. Exxon Mobile Educational Alliance Donation<br>3. Nature's Classroom Field Trip – Coolidge<br>4. Donation to Reading Memorial High School<br><br>Reports<br>1. Student<br>2. Assistant Superintendent of Student Services<br>3. Assistant Superintendent of Learning & Teaching<br>4. Director of Finance and Operations<br>5. Superintendent<br>6. Liaison/Sub-Committee |
| 7:45 p.m. | E. | New Business<br>2. Killam Update: McKibben Demographic Research Enrollment Forecast<br>3. Imagine Learning Grant Review & Approval<br>4. Learning and Teaching Year End Update<br>5. Killam Discussion: School Permanent Building Appointment Committee Background and Discussion  |
| 9:00 p.m. | C. | Personnel<br>1. Superintendent Summative Evaluation Review and Vote  |

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



## Town of Reading Meeting Posting with Agenda

|           |    |   |
|-----------|----|---|
|           |    | 2. MOA with Paraprofessional Union – Juneteenth Holiday Recognition<br>- Vote   |
|           | F. | Information / Correspondence<br>1. RE: ARPA Funds....additional School Security Investment –<br>Frederick Van Magness |
|           |    |   |
| 9:30 p.m. |    | Adjourn   |

\*\*Times are approximate

# *Staff Milestones*

2021-2022



*Professional Teacher*

*Status*

2021-2022

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# Professional Teacher Status

|                   |                         |                     |                          |
|-------------------|-------------------------|---------------------|--------------------------|
| Terri Bello       | Parker Middle School    | Michele Malley      | Reading Memorial High    |
| Kathryn Boilard   | Joshua Eaton Elementary | Margaret Moloney    | Coolidge Middle School   |
| Molly Burr        | Birch Meadow Elementary | HollyBeth Murphy    | Reading Memorial High    |
| Troy Carr         | Reading Memorial High   | Kevin Phillips      | Coolidge Middle School   |
| Emma Costigan     | Wood End Elementary     | Elena Raucci        | Barrows / Eaton          |
| Christine Crocker | Barrows Elementary      | Ryan Sacco          | Reading Memorial High    |
| Matthew Darling   | Coolidge Middle School  | Mackenzie Sanfeliu  | Birch Meadow Elementary  |
| Helen Day         | Reading Memorial High   | Nicole Schweizer    | Parker Middle School     |
| Ashley Dennis     | Birch Meadow Elementary | Jillian Solivan     | Reading Memorial High    |
| Mark Farrin       | Reading Memorial High   | Lindsay St. Germain | Killam Elementary School |
| Nancy Fowke       | Parker Middle School    | Tracey Tomkins      | RISE Preschool           |
| Allison Kramer    | Birch Meadow Elementary | Ashley Wheaton      | Killam Elementary School |
| Jacqueline Lytle  | Barrows Elementary      | Lisa Wistrom        | Coolidge Middle School   |

*10 Years of Service*

2021-2022

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# 10 Year Milestone

Kelly Bedingfield

Lynne Cerretani-Clarke

Kristyn Cohen

Denise Conry

Danielle Gianatassio

Megan Kiser

Harlan Kroff

Heather Lombardo

Lynda Michel

Julianne Mitrano

Nicole O'Neill

Jacquelyn Pelusi

Jane Stewart-Cunningham

Reading Memorial High School

RISE Preschool

Central Office

Coolidge Middle School

Wood End Elementary

Parker Middle School

Reading Memorial High School

Reading Memorial High School

Wood End Elementary

Parker Middle School

Parker Middle School

Wood End Elementary

Reading Memorial High School

*20 Years of Service*

2021-2022

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# 20 Year Milestone

|                  |                         |                             |                        |
|------------------|-------------------------|-----------------------------|------------------------|
| Carina Becker    | Barrows Elementary      | Meg Powers                  | Parker Middle School   |
| Carol Chapman    | Birch Meadow Elementary | Jennifer Cambra             | Reading Memorial High  |
| Mary Cuscuna     | Coolidge Middle School  | Katherine Fiorello-Campbell | Reading Memorial High  |
| Lisa Emma        | Coolidge Middle School  | Karen Murphy                | Reading Memorial High  |
| Julie Lascher    | Coolidge Middle School  | Sharon Pineault-Burke       | Reading Memorial High  |
| Erica Lebow      | Coolidge Middle School  | Joyce Camenker              | RISE Preschool         |
| Megan Nelson     | Coolidge Middle School  | Carla Pennacchio            | Reading Public Schools |
| Stacy Kress      | Joshua Eaton Elementary | Ellen Commito               | Wood End Elementary    |
| Jennifer DiMuzio | Parker Middle School    | Elena Raffa                 | Wood End Elementary    |

*30 Years of Service*

2021-2022

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# 30 Year Milestone

Thomas Zaya

Reading Memorial High School

Lucille Kaloyanides

Killam Elementary



# *Retirements*

2021-2022

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# Retirements

Patrice Donahue

Sharon DiFiore

Laura Ives

Lisa Emma

Patricia Flaherty

Christine Friberg

Joanne King

Joseph LaVita

Kathleen MacMillan

Sharon Pineault-Burke

Jane Shea

Denise Weadick

RISE Preschool

Birch Meadow Elementary

Joshua Eaton Elementary

Coolidge Middle School

Barrows Elementary School

Coolidge Middle School

Wood End Elementary

Reading Memorial High

Killam Elementary

Reading Memorial High

Reading Memorial High

Wood End Elementary

*Distinguished Teaching*

*Award*

2021-2022

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# *Distinguished Teaching Award*

Jamie Bengner

Reading Memorial High School

Christine Crocker

Barrows Elementary

Anne Manna

Joshua Eaton Elementary

Tim McIntire

Reading Memorial High School

Andrew Spinali

Parker Middle School

*Distinguished Leadership*

*Award*

2021-2022

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*Distinguished Leadership Award*

Mary Giuliana  
Director of Nursing



# Town of Reading Meeting Minutes

**Board – Committee – Commission – Council:**

## **School Committee**

Date: 2022-05-26

Time: 7:00 PM

Building: Brooke Charter High School

Location: Auditorium

Address: 200 American Legion Highway  
Boston, MA

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees:

**Members – Present:** Shawn Brandt, Erin Gaffen, Carla Nazzaro, Sarah McLaughlin, Chuck Robinson

**Members – Not Present:** Tom Wise

**Others Present:** Superintendent Tom Milaschewski, Assistant Superintendent for Learning and Teaching Sarah Hardy, Assistant Superintendent of Student Services Jen Stys, Director of Finance & Operations Susan Botton, METCO Director Kurtis Martin

**Minutes Respectfully Submitted By:** Susan E. Brown on behalf of the Chair

A. Call to Order - Shawn Brandt opened session at 7:00pm and reviewed the agenda. He thanked Mr. Martin for hosting us at the Book Charter School, Boston MA, and he then acknowledged the terrible events happening around the country regarding the school shootings.

B. Routine Matters

a. Public Comment:

Mr. Brandt invited the public to comment on items not on the agenda. No comments were made.

b. Consent Agenda:

**Mr. Brandt moved, second by Mr. Robinson to approve the consent agenda. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

c. Reports:

Dr. Milaschewski thanked everyone for coming to the school committee meeting in Boston and thanked the METCO parents and students for making a commitment to attend Reading Public Schools.

Dr. Milaschewski presented the following on behalf of Millie Arbaje-Thomas, CEO of METCO

- Friday the “history of desegregation via bussing”, at Huntington Theatre.
- Living the Legacy Conference June 10<sup>th</sup>, ½ day professional development experience at Sheraton Framingham
- Tours all summer for history of METCO

- Ms. Arbaje asks everyone to call their senators to thank them for a 1M increase for METCO program.

Mr. Brandt reported that the ARPA committee approved an allocation of \$2M for the early literacy program. He mentioned that the survey is closing soon for suggestions of where to allocate the additional funds to go.

Ms. Gaffen reported that the Policy Subcommittee met on May 11<sup>th</sup> and she will provide more details later in the meeting.

Ms. McLaughlin reported on RCTV Board meeting that Anna Cuevas continuing on as a teacher at RMHS next year.

Mrs. Nazzaro reported that she attended the Audit Committee, and they reviewed the RMLD budget.

**Mr. Brandt moved, second by Mrs. Nazzaro, to take E1-E4 out of order. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

#### E. New Business

##### 1. Students of Color & Ally's for Equality, Justice, and Inclusion

**Board Members** - Dasia Grant, Jeremiah Sanford, Kamea Wootan, Timia Jones, Sydnee Smiley, Leyna Lamothe & Sophia Ortins

**Group Members** – Bianca Ferguson, Gineva Gilbertie, Samadria Malo, Aaron Palm and Julianna Martin

They presented two poignant videos and are also holding a movie night fundraiser on June 18<sup>th</sup> more details to come.

Speaking on behalf of friends of Reading METCO – Sherilla Lestrade, Theresa Wiggins, Levonda Epps, Tish McCarter.

Friends of Reading METCO started a few years ago, they are back after the break due to Covid Pandemic, more parent volunteers are needed of both Boston and Reading families to make it successful. The purpose of this group is to help in building relationships between Reading and Boston families. They host events to help the students build life-long relationships. The last event was a roller-skating event that was a big success, the next event will be in August.

The group helps to bridge the gap between the two locations so that students in the METCO program who want to attend sports events, drama, music etc., the students can have the ability to attend them...the METCO students spend hours on the bus to come to and from school, and to have

a local Reading family that the parents of the METCO student will know it helps to enable the METCO family's to attend these important events.

## 2. Reading METCO Update

Mr. Kurtis Martin – Reading METCO update starting with introductions of those Reading School Staff and School Committee members to those METCO families in attendance.

Kurtis was a student of METCO himself...wanted to rebuild the Reading METCO Program, starting with having all the administration from RPS in Boston to meet the Boston families who participate in the METCO program, to give them a better understanding of where our METCO students come from to better help them reach and teach their students.

Next there was professional development and collaboration with the school committee and make a video for the METCO program to show what the Reading METCO program can be, to be shared with RPS Community as well as METCO community.

One of the items was increasing access for the Boston families, starting with late busses, especially for the students who play sports, music, and theatre to allow them to go back home and not ride public transportation. This allowed students the ability to hang out with friends after school or stop and meet with teachers. This greatly improves the students experience at RPS. DESE approved an HBCU Tour (historically Black Colleges & Universities) but due to Covid that was postponed they will begin again next school year.

School Committee approved the increase of 40 more students and five Elementary METCO Coordinators for Reading METCO. They also approved a third bus for METCO to allow HS to no longer must arrive at school hours early. They now arrive only 30-40 min before school. We were also give the students the ability to attend prom with the additional bus.

Mr. Martin goals for the Reading METCO program are

- a. Understanding what METCO is
- b. Increase access for the students
- c. Build the community of support

What's next??

- a. Host families
- b. Mentorship programs
- c. HS HBCU Tour (historically Black Colleges and Universities)
- d. MLK Dinner
- e. METCO Awards night
- f. Additional HS Room
- g. Hiring a parent to be a paraprofessional and a bus monitor
- h. Elementary School field trips to Boston
- i. Bring back the 8<sup>th</sup> Grade DC Field Trip

j. Next year for JR/SR there will be a race class in coordination with the History chairperson.

We have a lot of work to do but we can do it.

School Committee members commented on the incredible work that Kurtis has done to renew the energy in the Reading METCO Program. The town appreciates the work that he has put into the program to bring about change in the program.

Dr. Milaschewski had some trivia: How many METCO students are in RPS 4k, every student in a RPS Student is a METCO student because we are an entire community!

Levonda Epps – When we can get Kurtis help as he does a LOT of the work? Kurtis answered that the elementary coordinators will help tremendously.

Dr. Milaschewski responded that within the budget is approval for five elementary METCO coordinators. They will be liaisons between the Boston families and the RPS. They will also be a school counselor to the students as well. Further, he shared that two of the roles have already been filled; one at Killam Elementary and one at Birch Meadow Elementary. Both hires are BIPOC. At the current time, the staff of RPS is 98% white. We have a lot of work to do with regards to diversity and to have an educator group that resembles the diversity of our students.

Levonda Epps – The job descriptions need to be rewritten to attract candidates of color to come to work at RPS.

Sherilla Lestrade – RPS needs more educators that are people of color. We also need better diversified curriculum that is more inclusive.

Sherilla Lestrade – Will the race class be trickling down to the lower grades to ensure that the lower grades understand race...a “lighter” version of the race class offered to HS students.

Parent Off Camera – His daughter was in METCO 30 years ago. He asked if there will be metal detectors installed at the school?

Mr. Brandt responded that the school has had enhanced security protocols but have not looked into the need for metal detectors.

Student Off Camera – They requested to hang flags that represented them and were told they could not hang them because it was a fire hazard.

Dr. Milaschewski responded he will be meeting with the team and the student group to find out the background on why they were told they couldn't hang the flags and meet with students to get this resolved.

**Mr. Brandt moved, second by Mrs. Gaffen, to take E4 out of order. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

4. PAIR Liaison Assignment

Dr. Chatterjee, the Town of Reading's Director of Equity and Social Justice, based out of the Reading Public Library, will be creating an advisory board, including people from across all town departments including the schools, including students. The advisory board will host a fundraiser at Washington Park on Juneteenth.

Mr. Brandt opened it up to ask if any school committee members are interested in being a liaison for the Equity and Social Justice committee. Mrs. Gaffen volunteered. Mr. Brandt said he may attend as well. Mr. Brandt suggested passing Mrs. Gaffen's name on as the official recommendation to the Chair for appointment.

3. Policy of JFBB (School Choice)

Mrs. Gaffen reported out on the Policy Subcommittee meeting of May 11<sup>th</sup>. They reviewed edits of Policy JFBB by Susan Bottan. They also compared it to the Massachusetts School Committee Policy Manual and entered into a discussion on the protected classes. They chose to add homelessness to bullet number 5 in the Policy and that addition was approved by legal counsel as well.

Mr. Brandt mentioned legal counsel also recommended removal of various references at the bottom of the Policy and only retain 76.12B in the school choice packet.

**Mr. Brandt moved, second by Mrs. Nazzaro, to approve Policy JFBB as presented in the packet and revised on the floor.**

Mrs. Gaffen raised a point that there was a discussion on the sixth bullet leaving the language if a family already has a child in the district, the sibling will automatically get a spot and not have to apply through the lottery if space is available. It was agreed that is the intent.

**The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

D. Old Business

1. RMHS Track Naming Advisory Committee

Mr. Brandt outlined the recommendation in the packet including the process of soliciting the Committee members. He reminded the Committee that we have already appointed Chuck Robinson to the Advisory Committee to fill the School Committee role. The other members and their roles are recommended to be:

- a. Mr. Kevin Tracey – RMHS Principal – as a non-voting Consultant to the Advisory Committee.

- b. Olivia Rotundo – Student Representative.
- c. Christine Keller – Historical Committee Representative.
- d. Carlo Bacci – Select Board Representative.
- e. John Means – Local Business Leader Representative.

**Mr. Brandt moved, seconded by Mr. Robinson to approve the membership of the RMHS Track Naming Committee as detailed in the packet. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

2. FY23 Budget and Capital Plan Final Approval

Susan Bottan presented that included in packet is recommendation to put forward a final vote on the operating budget of \$51,783,361.00 and a capital budget of \$122,000.

Ms. Gaffen posed question of RISE Playground and the possible moving of the RISE Preschool to another location, therefore leaving a preschool playground at RMHS, asking how that falls into future plans.

Ms. Bottan mentioned if the Killam Elementary new building will be housing the RISE Preschool, we will repurpose the current RISE Preschool area. The first year the \$12k is designated for design only. We won't know phase 2 until further in the year. Proposal is to engage an architect to design first, and then hold to the end of FY '23.

Mr. Brandt posed the question now that ARPA Funds were approved. How does that money flow? Ms. Bottan mentioned that the money was set up by the town in a revolving account and provided the Finance Dept with the account number to allow for the use of the funds to place the initial order for the curriculum order to take us through the next school year.

Sherilla Lestrade – Asked a follow up question about the \$12K for the RISE Preschool design. She also mentioned that moving the Preschool playground would be good as it is distracting for the High School students.

**Mr. Brandt moved, seconded by Mr. Robinson, to approve the final FY23 operating and capital budgets as appropriated by annual town meeting in April 2022. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

**Mrs. Nazzaro moved, seconded by Mr. Robinson to adjourn. The vote carried 5-0. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mrs. Nazzaro, and Mr. Robinson.**

Meeting adjourned.


Link to meeting video: [School Committee 05-26-2022 - YouTube](#)



**Walter S. Parker  
Middle School**

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# Memo

**To:** School Committee  
**From:** Richele Shankland   
**Date:** June 6, 2022  
**Re:** Exxon Mobil Educational Alliance Donation

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The Exxon Mobil Educational Alliance program has selected Parker to be a recipient of a \$500.00 donation. This gift is to be used for STEM programs at Parker.

Please accept this donation.



Dear Walter S Parker Middle School,

Congratulations!

It gives all of us at Global Partners great pleasure to share with you the good news that your school has been awarded a \$500 grant through our partnership with the ExxonMobil Educational Alliance Program. Your school was nominated through our collaboration as the local ExxonMobil distributor and your local ExxonMobil station located at Reading, MA 1867

These vital grants are given yearly to selected schools for use in Science, Technology, Engineering, or Mathematics (STEM) programs. It is an honor for us to be able to deliver one of these grants to your school to help make a difference in your programming.

During these times of COVID our usual ways of presenting this check to you will be different. It is now enclosed in this packet, along with a press release we would like you to share with your school and local media, *and a program receipt with instructions for you to confirm you received this grant.*

**Please visit cybergrants website at: <https://www.cybergrants.com/exxonmobilemea/npo> on your instruction sheet and "Register with an access code". Use the Code provided to confirm the amount received and "submit". Failure to confirm this donation by June 15th may disqualify you from this program in the future.**

Even though we cannot be there in person to give you this grant, we would appreciate it if you could take a photo of your team putting this grant into action, or better yet, sharing an "Aha Moment" video or story with us. At Global Partners, we are committed to helping our schools and communities thrive and, we are excited that this collaboration with ExxonMobil helps us to continue making a difference, especially in the lives of today's young students. We would be honored to learn of your story.

On behalf of Global Partners, your local ExxonMobil station, and ExxonMobil we would again like to say congratulations and good luck in the coming year!

Sincerely,

Global Partners

For Immediate Release  
Proposed Final  
May 10, 2022

**Global Partners Donates \$182,500 to 365 Schools Across the Northeast and Mid-Atlantic**  
*Donation is part of Educational Alliance Program with ExxonMobil*

For over 10 years, Global Partners LP (Global) has donated grants to local schools throughout New England, New York, Pennsylvania and Maryland. These donations are through Global's collaboration with ExxonMobil's Educational Alliance Program. This year Global has committed \$182,500 to 365 schools. The contribution will specifically help fund Science, Technology, Engineering and Mathematics (STEM) programs.

"We are so excited to help grow STEM programming for our local schools" said Mark Cosenza, senior vice president with Global Partners. "Being involved in the Educational Alliance Program has been something we look forward to each year, and we're happy to make investments in the communities where we live and work."

Global Partner's has donated [DOLLAR AMOUNT] at [NUMBER OF SCHOOLS] to support student learning in [STATE]. The grants will be delivered by a Global Partners Territory Manager to each school. The schools are encouraged to capture new learning moments for their students, something ExxonMobil calls "Aha Moments".

"I wish to thank you for the recent donation. The funds will help support STEM related activities at the schools," said Michael Bergerson, Superintendent of Marlborough Public Schools in Massachusetts. "The generosity of individuals and organizations such as yourself shows a commitment to the future of all our students and to the future of our community," added Bergerson.

For more information about the ExxonMobil Educational Alliance Program and its "Aha Moments" please visit: <https://www.exxon.com/en/educational-alliance>.

**About Global Partners**

Global Partners delivers the energy, goods and services that make life better. With an extensive network of terminals, gas stations and convenience stores, Global helps people heat their homes, operate their businesses and get where they're going conveniently and quickly. Centered in the Northeast, the company is a third-generation, family-founded business with operations throughout the U.S. Global is committed to strategic growth and to supporting the communities where it works. Learn more at [www.globalp.com](http://www.globalp.com).

**About the Educational Alliance Program**

Exxon and Mobil are fueling young minds and helping create aha moments through the Educational Alliance. Since its inception, we've committed over \$34 million to this national program, which funds math and science programs at schools in need. It's part of our ongoing effort to support science, technology, engineering and math (STEM) education within the communities we serve. Through our partnership with the Educational Alliance, we help give students the tools and technology they need to connect what they learn in the classroom with what they see in the real world. Learn more at <https://www.exxon.com/en/educational-alliance>.

# Memo

## Coolidge Middle School

**To:** Reading School Committee  
**From:** Sarah Marchant  
**Date:** June 2, 2022  
**Re:** **Nature's Classroom Field Trip**



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Dear Dr. Milaschewski and the Reading Public Schools School Committee,

I am excited to share that our school is again seeking approval for a 7<sup>th</sup> grade field trip to Nature's Classroom (Prindle Pond Site, Charlton, MA). We have reserved the dates of October 24 – 26, 2022, pending approval. We have been taking students to this location to engage in the Nature's Classroom curriculum for over 20 years, and wholeheartedly hope to continue this tradition this year. We believe that the students who choose to attend this trip gain such an amazing experience, both academically and socially.

Please see the attached proposal for more details.

Thank you for considering this opportunity,  
Sarah Marchant, Principal, Coolidge Middle School

**Reading Public Schools  
Field Trip Plan**

This information should  
be kept on file for a  
minimum of 3 years.

1. **Trip Coordinator:** Sarah Marchant      **School:** Coolidge      **Grade(s) Attending:** 7
2. **Destination:** Nature's Classroom Pondsides Campus, 19 Harrington Rd., Charlton, MA 01507
3. **Type of Trip:** Day \_\_\_\_\_ Extended \_\_\_\_\_ Overnight X    Out of State \_\_\_\_\_ International \_\_\_\_\_
4. **Purpose of Trip:** To provide interested 7th grade students an opportunity for a fun learning and community building experience.
5. **Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)**  
The focal areas of the trip include science and engineering standards (listed below), working with others, experiencing nature (without technology), environmental protection: reduce/ reuse/ recycle.  
Some relevant standards, depending on the activities the students choose:
  - 6.MS-LS4-2. Construct an argument using anatomical structures to support evolutionary relationships among and between fossil organisms and modern organisms.
  - 6.MS-ETS 1-1 through 1-7, which are engineering standards, including the design process, how design impacts nature,
  - 6.MS-ETS2-2(MA). Given a design task, select appropriate materials based on specific properties needed in the construction of a solution.\* Clarification Statement: • Examples of materials can include metals, plastics, wood, and ceramics.
  - 7.MS-ESS3-4. Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment.
  - 7.MS-LS2-2. Describe how relationships among and between organisms in an ecosystem can be competitive, predatory, parasitic, and mutually beneficial and that these interactions are found across multiple ecosystems.
  - 7.MS-LS2-6(MA). Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use.
6. **Date(s) of Trip:** October 24-26, 2022    **Time of Departure:** 8:00 AM    **Time of Return:** 2:00 PM
7. **Cost of Trip Breakdown:** Transportation per person: \_\_\_\_\_ Event Fee pp: \_\_\_\_\_ Other: \_\_\_\_\_  
Total pp: \$350 (estimated) (\$10 + RN coverage expenses + busing)
8. **Will there be fundraising?** No    If yes, please attach plan.
9. **No. of Students Attending:** TBD (est: 140)    **No. of Teachers:** at least 5 + 1 admin.    **No. of other adults:** TBD
10. **Name of Travel Company (if applicable):** N/A
11. **Transportation Required (Circle):** Bus    Train    Boat    Plane    Private Car    Other
12. **Name of Company Providing Transportation:** North Suburban Transportation
13. **If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense?** Bus driver is only transporting there and back. It is not a long drive.

14. **Departure Information (location and carrier):** Coolidge Middle School (October 24 at 8:00 AM) via North Suburban Transportation school buses.
15. **Return Trip Information (location and carrier):** Coolidge Middle School (October 26 at 1:30 PM) via North Suburban Transportation school buses.
16. **Food and Lodging (if applicable) will be provided by:** All meals will be provided by Nature's Classroom.
17. **Address and Phone No. of Lodging (if applicable):** 19 Harrington Rd., Charlton, MA 01507; 508-248-2741
18. **Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)? YES** If yes, attach a copy of the policy. *Attached.*
19. **If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.** Yes \_\_\_\_\_ No  N/A \_\_\_\_\_
20. **Please describe below the educational alternative for those students who will not be attending the trip.** Those students who do not attend will participate in a local "Nature's Classroom" experience. This will be developed over the next few months.
21. **If there are students with disabilities or individual needs attending the trip, what accommodations/transportation have been put in place to assure that the student(s) has equal access to the experience?**  
All 7th grade students are welcome to sign up for the trip. Once students have signed up, we will determine if any accommodations or supports are necessary in order to ensure that all students have equitable access to the experience.  
We will work with Mary Giuliana and Nature's Classroom to ensure that we have sufficient medical coverage given the profile of the students.
22. **Please describe the process that will be used to determine student eligibility for the trip.**  
All 7th grade students are eligible for the trip.

### Chaperone Information

23. **Names of Chaperones Attending Trip (Staff members let the office know if subs are needed)**  
Sarah Marchant or Brienne Karow will be on site for the entire trip. We will also bring an additional five staff members. If we do not have enough staff members, we will look to parents to chaperone (who are CORI'd and fingerprinted).
24. **Names of Chaperones who will be receiving compensation from Travel Company or other source (if applicable)**  
There is no compensation from the travel company.
25. **Source of Compensation for Chaperones (if applicable)**  
Teachers will receive the \$50/night stipend per the contract.
26. **Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks: Yes, we will ensure so.**  
*(SAFIS Criminal Background Checks requires fingerprinting for chaperones on overnight trips or when alone with students)*

**27. Please attach the following to this document:**

**a. A detailed itinerary of the trip**

A typical day at Nature’s Classroom features a morning Field group, afternoon Special Interest Classes, and a Large Group Activity in the evening. Examples of these are attached, in lieu of a formal itinerary.

**b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered.**

**This is for any field trip where the cost per person is over \$50. To access the form, go to <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.**

These will be provided once we determine who is able to chaperone.

**c. A copy of any contract associated with the field trip. Attached**

**The Following Section is for Out of Country Field Trips Only**

A. Are there any current travel warnings or advisories issued by the State Department? Please go to [www.cdc.gov](http://www.cdc.gov) or [www.travel.state.gov](http://www.travel.state.gov) . Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please explain \_\_\_\_\_

B. Have you purchased medical insurance for each day of an out of country field trip? Yes \_\_\_ No \_\_\_  
(attach a copy of the policy)

C. Is medical preclearance required? Yes \_\_\_\_\_ No \_\_\_\_\_

D. Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States? Yes \_\_\_\_\_ No \_\_\_\_\_

E. Copies of all students’ passports shall be maintained by the Trip Coordinator.

F. At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member \_\_\_\_\_

Telephone Number \_\_\_\_\_

**To be completed by Reading Public School Administration**

**I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.**

28. APPROVED Sarah Maurcat DATE 6/2/22  
Principal (For All Field Trips)

29. APPROVED \_\_\_\_\_ DATE \_\_\_\_\_  
Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

School Committee Approval Date (For Overnight, Out of State, and International Field Trips) \_\_\_\_\_

# Sample Basic Schedule

## Monday

|       |                           |
|-------|---------------------------|
| 11:00 | Arrival & Settling In     |
| 12:00 | Lunch                     |
|       | Orientation               |
|       | Field Experience          |
| 4:00  | Special Interests Classes |
| 5:30  | Dinner                    |
| 7:00  | Quest                     |
| 9:00  | Quiet Sing                |

## Wednesday

|      |                           |
|------|---------------------------|
| 7:15 | Good Morning!             |
| 8:00 | Breakfast & Clean Up      |
| 9:30 | All Day Ocean             |
|      | Field Experience          |
|      | (or same as Tuesday)      |
| 4:00 | Special Interests Classes |
| 5:30 | Dinner and Free Time      |
| 7:00 | Large Group Elective      |
| 9:00 | Quiet Sing                |

## Tuesday

|       |                           |
|-------|---------------------------|
| 7:15  | Rise and Shine!           |
| 8:00  | Breakfast & Clean Up      |
| 9:30  | Field Experience          |
| 12:00 | Lunch                     |
|       | Free Time                 |
| 2:00  | Special Interests Classes |
| 4:00  | Special Interests Classes |
| 5:30  | Dinner and Free Time      |
| 7:00  | Night Experience          |
| 9:00  | Quiet Sing                |

## Thursday

|       |                           |
|-------|---------------------------|
| 7:15  | Wake Up!!!                |
| 8:00  | Breakfast & Clean Up      |
| 9:30  | Field Experience          |
| 12:00 | Lunch                     |
|       | Free Time                 |
| 2:00  | Predator/Prey             |
| 4:00  | Special Interests Classes |
| 5:30  | Dinner and Free Time      |
| 7:00  | Thursday Night Life       |
| 9:00  | Quiet Sing                |

## Friday

|       |                  |
|-------|------------------|
| 7:30  | Luggage Out      |
| 8:00  | Breakfast        |
|       | Final Clean Up   |
|       | Field Experience |
|       | Evaluation       |
| 12:00 | Lunch            |
|       | Departure        |



# Sample of Special Interest Programming

The curriculum for **Nature's Classroom** contains over 500 hands-on science, math, humanities, and social studies lesson plans with follow-up activities for use in the schoolroom as well as references for further investigation.

## 4 P.M. MONDAY

- SC Double Bubble (Chemistry of Soap)  
Just Plane Fun (Flight and Aerodynamics)  
Incredible Edibles (Edible Plants)
- MA Geodome (Geodesic Dome Construction)  
Get Lost (Map and Compass, Orienting)
- HM Feed Your Face (Natural Cosmetics)
- SS The Oil Game (Sharing a Limited Resource)

## 2 P.M. TUESDAY

- SC Go with the Flow (Heart and Blood)  
Soccerball Dissection (Human Physiology)  
Egg Drop (Package Design)  
Go Fly a Kite (Wind, Atmosphere)
- MA Up and Away (Hot Air Balloons)
- HM On the Air (Radio Broadcast Writing)
- SS It's the Law (Criminal Justice)

## 4 P.M. TUESDAY

- SC Fruit Lab (Fruit Dissection)  
Rock-n-Roll (Geology)  
Weather or Not (Meteorology)
- MA Hang in There (Suspension Bridge)
- HM Yes And! (Drama)
- SS Don't Dis Professor X (Exploring Handicaps)  
Trial of the Lorax (Values Clarification)

## 4 P.M. WEDNESDAY

- SC Crystals (Chemistry)  
Compost It (Biology)  
Pollution Solution  
Oh Rats! (Dissection)
- MA Speed Boats (Stream Power)
- HM Woods Words (Poetry)
- SS Egg Babies (Responsibility)

## 4 P.M. THURSDAY

- SC Owl Pellets (Owl Study)  
Chemistry Magic  
Pond Probe (Ponds)  
Volcano
- MA Game Theory
- HM NC News (Newspaper)  
Sensory Walk
- SS Alpha/Beta (Cultural Differences)

The preceding is a **SAMPLE** outline of courses for a group size requiring seven of our instructors. The specific courses offered vary with the time of year, location, current **Nature's Classroom** instructors, and goals the visiting school wishes to achieve.

**SC: Science**

**MA: Math**

**HM: Humanities**

**SS: Social Studies**



Nature's Classroom, Inc.  
A Nonprofit Corporation  
Dr. John G. Santos, Executive Director

19 Harrington Road  
Charlton, MA 01507  
(508) 248-2741

**CONTRACT**

**PARTIES INVOLVED:**

This is an agreement between Nature's Classroom, Inc. and A.W. Coolidge  
89 Birch Meadow Dr Reading MA 01867 (called "The School").

**DATE:**

The School will attend the Nature's Classroom program starting OCT. 24 and ending OCT. 26, 2022

**SITE:**

Nature's Classroom agrees to lease its site in Charlton, MA Hill Top

**SERVICES:** Nature's Classroom agrees to provide the following services:

- a) housing for students and staff,
- b) complete food service with meals from lunch on the starting date through lunch on the termination date,
- c) program staff on a 1:12 student ratio for the execution of the educational program,
- d) the reasonable use of recreational facilities only when supervised by school personnel,
- e) the use of all utilities,
- f) a medical person on call

**FEES:**

**EXCLUSIVE USE:**

The School agrees to pay a fee per student dependent upon the total number of children attending the program and based on the following price scale \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ /student.

Other activities not involving the assigned Nature's Classroom staff may be going on during the same period using separate facilities.

**SHARED FACILITIES:**

If your group is willing to share facilities and staff with another group, the price is \$310.<sup>00</sup> /student.

**DEPOSITE:**

A 30% deposit (\$100.- /student) is required by: June 22, 2022

**ADULTS:**

The School is allowed two free adult supervisors for every living space occupied. In addition, living spaces housing 20 or more children are allowed 3 free adults. For any additional adults beyond the above ratio the School agrees to pay a fee equal to 70% (percent) of the student cost.

**OTHER FEES:**

In addition, The School agrees to pay the following fees as described below:

**DAMAGE:**

The School agrees to reimburse the site for damages caused by **vandalism** or improper use of facilities.

(OVER)

**RESTRICTIONS:**

The School agrees to the following restrictions on use:

- a) at least one (1) adult supervisor will remain on site at all times,
- b) there will be no swimming, boating or high ropes course usage,
- c) none of the adult supervisors will store or consume alcoholic beverages on camp grounds,
- d) adult supervisors will smoke only in designated areas,
- e) no fires will be allowed except in designated areas and under proper adult supervision.

**SUPERVISION:**

The School agrees to be responsible for supervision during those times when Nature's Classroom staff are not directing activities and during daily and final clean-up times.

**MEDICAL SERVICES -- PLEASE CHECK ONE OF THE FOLLOWING:**

You will note that your contract guarantees you "a medical person on call." It is Nature's Classroom's belief that the medical coverage in this contract is providing students with excellent care. Parents give permission to our staff to administer medical care, over-the-counter medications and medications prescribed by their family physicians. Medications sent by parents will be made available to their children at the correct times and recorded in our log books. Nature's Classroom also works under standing orders from our cooperating physicians. There are emergency medical centers and services near the facilities. If your group requires additional services, we may be able to provide them at an additional fee.

\_\_\_\_\_ The medical services provided with our contract are sufficient; we do not request additional services.

\_\_\_\_\_ We need to request additional medical services (you must return the enclosed pink request form).

We (The School) estimate that \_\_\_\_\_ boys and \_\_\_\_\_ girls will attend Nature's Classroom from grade(s) \_\_\_\_\_.

Authorized Signee for Nature's Classroom: *Ashley L Bame*  
 Print Name: ASHLEY L BAME Date: May 18 2022

Authorized Signee for The School: \_\_\_\_\_  
 Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*  
 ADDENDUM (To be filled out by Nature's Classroom) \_\_\_\_\_

Deposit number, amount and date received.

F/ES 2021-2022 01/03/2022

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

TO: Reading School Committee  
FROM: Susan Bottan, Director of Finance and Operations  
DATE: June 9, 2022  
RE: Donation to Reading Memorial High School

Principal Kevin Tracey and Science Department Head Mary Anne Lynn respectfully ask that the School Committee accept the following generous donations to the Reading Memorial High School from Reading resident Rebecca Ward:

Dear School Committee,

We are interested in donating the two following items to Reading Memorial High School:

1. 3D printer. The donation will be used by the Science Department for the Intro to Engineering Design classes
2. Airbrush compressor with airbrush kit. The donation will be used by the Fine and Performing Arts Department.

Best,

Rebecca Ward

21 Kingston St.  
Reading, MA 01867

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

TO: Reading School Committee  
FROM: Susan Bottan, Director of Finance and Operations  
DATE: June 9, 2022  
RE: Population and Enrollment Forecast Study and PowerPoint Presentation

Dr Jerome McKibben of McKibben Demographic Research, LLC will present the Population and Enrollment Forecast Study prepared for the Reading Public Schools for the ten-year period of 2022-2023 through 2031-2032.

Please find enclosed in the School Committee's packet a copy of Dr. McKibben's Study and Powerpoint presentation.

# **READING PUBLIC SCHOOLS**

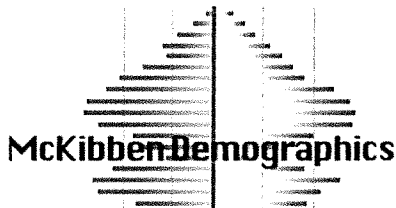
**POPULATION AND ENROLLMENT FORECASTS,  
2022-23 THROUGH 2031-32**

**MAY 2022**

**MCKIBBEN DEMOGRAPHIC RESEARCH, LLC  
JEROME MCKIBBEN, PH.D.  
ROCK HILL, SC**

**[j.mckibben@mckibbendemographics.com](mailto:j.mckibben@mckibbendemographics.com)**

**978-501-7069**



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## EXECUTIVE SUMMARY

1. The resident total fertility rate for the Reading Public Schools over the life of the forecasts is below replacement level. (1.71 vs. the replacement level of 2.1)
2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44-year-old age groups.
3. The local 18-to-24-year-old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow and will increase steadily over the next 10 years. The second largest migration outflow is in the 70+ age groups.
4. The primary factors causing the district's enrollment to decrease over the next five years is the increase in empty nest households, the relatively low number of elderly housing units turning over coupled with a flat rate of in migration of young families.
5. Changes in year-to-year enrollment after the 2025-26 school year will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
6. The elementary enrollment will slowly increase after the 2025-26 school year.
7. The median age of the district's population will increase from 41.8 in 2020 to 42.0 in 2030.
8. Even if the district continues to have some amount of annual new housing unit construction over the next 10 years, the rate, magnitude, and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
9. Total district enrollment is forecasted to decrease by 29 students, or -0.7%, between 2021-22 and 2026-27. Total enrollment will increase by 134 students, or 3.6%, from 2026-27 to 2031-32.

## INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district is influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to predict likely changes more accurately. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents'

demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are



held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special “scenario” forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However, in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Reading Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area’s demographic dynamics. The remainder of the report is an explanation and analysis of the district’s population forecasts and how they will shape the district’s grade level enrollment forecasts.

## **DATA**

The data used for the forecasts come from a variety of sources. The Reading Public Schools provided enrollments by grade and attendance center for the school years 2017-18 to 2021-22. Birth and death data for the years 2000 through 2018 were obtained from the Massachusetts Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2018. The data used for the calculation of migration models came

from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2010 Census.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state, and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts. For example, given the sampling framework used by the Census Bureau, each year only 300 of the over 9,600 current households in the district would have been included. For comparison 1,500 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross and net migration, the current age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered primary variables. In addition, the change in household size

relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Reading Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

## ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2010. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2031. (At this point in time, there is insufficient data of the geographic and age level impacts of COVID-19 on mortality rates. We assume that most areas will return to their traditional mortality rate levels by 2022.) Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the

United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year-to-year change in an area's number of births is due to changes in the number of women in childbearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.71 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be slightly below the level needed to maintain the current level of population and enrollment within the Reading Public Schools over the course of the forecast period. At the current TFR and given the number of women in prime childbearing age in the district (ages 20–34-year-old), the district will consistently see the number of total resident births be on average over 40 lower than the average enrollment in grade one.

A close examination of data for the Reading Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in and out migrants has changed in past years for the Reading Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the

future. This pattern of migration shows most of the local out-migration occurring in the 18-to-24-year-old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of out-migrants is those householders aged 70 and older who are downsizing their residences. Most of the non-college in-migration occurs in the 0-to-9 and 25-44 age groups (the bulk of which come from areas within 100 miles of the Reading Public Schools) primarily consisting of younger adults and their children.

As the Middlesex County area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Reading Public Schools and its attendance areas will remain the same through the year 2031. Below is a list of assumptions and issues that are specific to the Reading Public Schools. These issues have been used to modify the population forecast models to predict the impact of these factors more accurately on each area's population change.

Specifically, the forecasts for the Reading Public Schools assume that throughout the study period:

- a. The national, state, or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 2015-2020 levels and lenders do not return to "sub-prime" mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Middlesex County for any year in the forecasts;
- f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2029. All new housing units constructed are occupied by 2031. Speculative new home construction plans are not included;
- g. The average annual unemployment rates for the Middlesex County and the Greater Boston Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;
- h. The intra-district student transfer policy remains unchanged over the next 10 years;

- i. The rate of students transferring out of the Reading Public Schools will remain at the 2015-16 to 2020-21 average;
- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
- k. The state of Massachusetts does not change the current policy on open enrollment or school vouchers anytime in the next 10 years;
- l. There will be no building moratorium within the district;
- m. Businesses within the district and the Reading Public Schools area will remain viable;
- n. There are no charter schools opened in the district anytime over the next 10 years;
- o. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by homeowners over the age of 60;
- q. The district will have at least an average of 400 existing home sales per year for the next 10 years;
- r. The district will have at least an average of 30 new single-family home constructed per year over the next 10 years;
- s. Private school and home school attendance rates will remain constant;
- t. The rate of foreclosures for commercial property remains at the 2015-2020 average for Middlesex County.

If a major employer in the district or in the Middlesex County or the Greater Boston Metropolitan Area (particularly in northern parts of the metropolitan area) closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

The high proportion of high school graduates from the Reading Public Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high out-migration in the 18 to 24 age group and was taken into account when calculating these forecasts. The out-migration of graduating high school seniors is expected to continue

over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

## METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

- a. a base-year population (here, the 2010 Census population for the Reading Public Schools and its attendance areas); The population forecasts are calibrated to the total populations list in the 2020 Census results
- b. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- c. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- d. a set of age-specific migration rates for the district and its attendance areas; and;
- e. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Reading Public Schools is classified as a “small area” population (as compared to the population of the state of Massachusetts or to that of the United States). Small area population forecasts are more complicated to calculate because local

variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Reading Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Reading Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the

attendance centers in Reading Public Schools for the period 2010 to 2015. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2015 to 2020. The survivorship rates were adjusted again for the period 2020 to 2025 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start Kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be no more than +/-2.0% for the life of the forecasts.

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## Appendix A: Supplemental Tables

**Table 1: Forecasted Elementary Area Population Change, 2020 to 2030**

|                       | 2020          | 2025          | 2020-2025<br>Change | 2030          | 2025-2030<br>Change | 2020-2030<br>Change |
|-----------------------|---------------|---------------|---------------------|---------------|---------------------|---------------------|
| Alice M. Barrows      | 4,760         | 4,540         | -4.6%               | 4,430         | -2.4%               | -6.9%               |
| Birch Meadow          | 5,080         | 5,180         | 2.0%                | 5,270         | 1.7%                | 3.7%                |
| J. Warren Killam      | 6,280         | 6,360         | 1.3%                | 6,380         | 0.3%                | 1.6%                |
| Joshua Eaton          | 5,740         | 6,050         | 5.4%                | 6,300         | 4.1%                | 9.8%                |
| Wood End              | 3,700         | 3,760         | 1.6%                | 3,840         | 2.1%                | 3.8%                |
| <b>District Total</b> | <b>25,560</b> | <b>25,890</b> | <b>1.3%</b>         | <b>26,220</b> | <b>1.3%</b>         | <b>2.6%</b>         |

**Table 2: Household Characteristics by Elementary Area, 2010 Census**

|                       | HH w/ Pop<br>Under 18 | % HH w/ Pop<br>Under 18 | Total Households | Household<br>Population | Persons Per<br>Household |
|-----------------------|-----------------------|-------------------------|------------------|-------------------------|--------------------------|
| Alice M. Barrows      | 690                   | 32.8%                   | 2,104            | 5,208                   | 2.48                     |
| Birch Meadow          | 683                   | 38.5%                   | 1,774            | 4,809                   | 2.71                     |
| J. Warren Killam      | 799                   | 33.4%                   | 2,389            | 6,081                   | 2.55                     |
| Joshua Eaton          | 664                   | 36.3%                   | 1,830            | 4,931                   | 2.69                     |
| Wood End              | 505                   | 41.8%                   | 1,208            | 3,537                   | 2.93                     |
| <b>District Total</b> | <b>3,341</b>          | <b>35.9%</b>            | <b>9,305</b>     | <b>24,566</b>           | <b>2.64</b>              |



**Table 3: Householder Characteristics by Elementary Area, 2010 Census**

|                       | Percentage of<br>Householders aged<br>35-54 | Percentage of<br>Householders aged<br>65+ | Percentage of<br>Householders who<br>own homes |
|-----------------------|---|---|--|
| Alice M. Barrows      | 43.1%                                       | 20.1%                                     | 59.3%  |
| Birch Meadow          | 47.5%                                       | 19.1%                                     | 82.4%  |
| J. Warren Killam      | 42.4%                                       | 26.9%                                     | 76.0%  |
| Joshua Eaton          | 44.8%                                       | 26.6%                                     | 90.5%  |
| Wood End              | 47.1%                                       | 26.3%                                     | 88.3%  |
| <b>District Total</b> | <b>44.6%</b>                                | <b>23.8%</b>                              | <b>77.9%</b>                                   |

**Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census**

|                       | Percentage of Single Person<br>Households | Percentage of Single Person<br>Households and are 65+ |
|-----------------------|---|---|
| Alice M. Barrows      | 27.0%                                     | 8.5%  |
| Birch Meadow          | 21.1%                                     | 7.1%  |
| J. Warren Killam      | 26.2%                                     | 13.6%   |
| Joshua Eaton          | 22.5%                                     | 10.5%   |
| Wood End              | 17.3%                                     | 11.6%   |
| <b>District Total</b> | <b>23.5%</b>                              | <b>10.3%</b>  |

**Table 5: Elementary Enrollment (K-5), 2021, 2026, 2031**

|                       | 2021         | 2026         | 2021-2026<br>Change | 2031         | 2026-2031<br>Change | 2021-2031<br>Change |
|-----------------------|--------------|--------------|---------------------|--------------|---------------------|---------------------|
| Alice M. Barrows      | 352          | 359          | 2.0%                | 375          | 4.5%                | 6.5%                |
| Birch Meadow          | 338          | 329          | -2.7%               | 357          | 8.5%                | 5.6%                |
| J. Warren Killam      | 406          | 460          | 13.3%               | 464          | 0.9%                | 14.3%               |
| Joshua Eaton          | 373          | 441          | 18.2%               | 453          | 2.7%                | 21.4%               |
| Wood End              | 246          | 258          | 4.9%                | 283          | 9.7%                | 15.0%               |
| <b>District Total</b> | <b>1,715</b> | <b>1,847</b> | <b>7.7%</b>         | <b>1,932</b> | <b>4.6%</b>         | <b>12.7%</b>        |

**Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census**

|                       | Under<br>1 year | 1 year     | 2 years    | 3 years    | 4 years    | 5 years    | 6 years    | 7 years    | 8 years    | 9 years    | 10 years   |
|-----------------------|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Alice M.<br>Barrows   | 62              | 79         | 61         | 75         | 67         | 80         | 61         | 92         | 60         | 81         | 76         |
| Birch Meadow          | 75              | 64         | 65         | 62         | 70         | 66         | 75         | 77         | 81         | 71         | 65         |
| J. Warren<br>Killam   | 74              | 64         | 77         | 93         | 73         | 72         | 78         | 76         | 89         | 90         | 70         |
| Joshua Eaton          | 53              | 45         | 73         | 59         | 72         | 64         | 71         | 78         | 68         | 70         | 89         |
| Wood End              | 36              | 39         | 28         | 38         | 49         | 53         | 53         | 59         | 50         | 53         | 65         |
| <b>District Total</b> | <b>300</b>      | <b>291</b> | <b>304</b> | <b>327</b> | <b>331</b> | <b>335</b> | <b>337</b> | <b>382</b> | <b>349</b> | <b>365</b> | <b>365</b> |

## Appendix B: Population Forecasts

### Reading Public Schools Total Population

|                         | 2010          | 2015          | 2020          | 2025          | 2030          |
|-------------------------|---------------|---------------|---------------|---------------|---------------|
| 0-4                     | 1,548         | 1,410         | 1,400         | 1,430         | 1,370         |
| 5-9                     | 1,749         | 1,750         | 1,690         | 1,650         | 1,790         |
| 10-14                   | 1,850         | 1,740         | 1,750         | 1,690         | 1,650         |
| 15-19                   | 1,499         | 1,600         | 1,460         | 1,500         | 1,430         |
| 20-24                   | 1,053         | 1,160         | 1,190         | 1,100         | 1,190         |
| 25-29                   | 1,132         | 1,250         | 1,370         | 1,370         | 1,260         |
| 30-34                   | 1,301         | 1,490         | 1,570         | 1,660         | 1,690         |
| 35-39                   | 1,631         | 1,640         | 1,790         | 1,890         | 1,980         |
| 40-44                   | 1,962         | 1,570         | 1,580         | 1,740         | 1,850         |
| 45-49                   | 2,170         | 1,890         | 1,520         | 1,540         | 1,700         |
| 50-54                   | 2,119         | 2,100         | 1,830         | 1,450         | 1,470         |
| 55-59                   | 1,779         | 2,020         | 1,990         | 1,750         | 1,390         |
| 60-64                   | 1,464         | 1,670         | 1,900         | 1,890         | 1,650         |
| 65-69                   | 956           | 1,280         | 1,510         | 1,690         | 1,640         |
| 70-74                   | 714           | 810           | 1,120         | 1,320         | 1,530         |
| 75-79                   | 657           | 620           | 690           | 950           | 1,140         |
| 80-84                   | 572           | 550           | 500           | 560           | 790           |
| 85+                     | 591           | 680           | 700           | 710           | 700           |
| <b>Total</b>            | <b>24,747</b> | <b>25,230</b> | <b>25,560</b> | <b>25,890</b> | <b>26,220</b> |
| <b>Median Age</b>       | <b>41.6</b>   | <b>41.8</b>   | <b>41.8</b>   | <b>41.9</b>   | <b>42.0</b>   |
| <b>Births</b>           | <b>980</b>    | <b>1,020</b>  | <b>1,070</b>  | <b>1,070</b>  | <b>1,070</b>  |
| <b>Deaths</b>           | <b>1,040</b>  | <b>1,100</b>  | <b>1,170</b>  | <b>1,170</b>  | <b>1,270</b>  |
| <b>Natural Increase</b> | <b>-60</b>    | <b>-80</b>    | <b>-100</b>   | <b>-200</b>   | <b>-200</b>   |
| <b>Net Migration</b>    | <b>490</b>    | <b>490</b>    | <b>460</b>    | <b>500</b>    | <b>500</b>    |
| <b>Change</b>           | <b>430</b>    | <b>410</b>    | <b>360</b>    | <b>300</b>    | <b>300</b>    |

*Differences between period Totals may not equal Change due to rounding.*

**Alice M. Barrows Elementary Total Population**

|                         | <b>2010</b>  | <b>2015</b>  | <b>2020</b>  | <b>2025</b>  | <b>2030</b>  |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>0-4</b>              | 358          | 310          | 280          | 240          | 220          |
| <b>5-9</b>              | 373          | 380          | 350          | 330          | 340          |
| <b>10-14</b>            | 356          | 380          | 380          | 350          | 330          |
| <b>15-19</b>            | 263          | 310          | 300          | 330          | 300          |
| <b>20-24</b>            | 220          | 170          | 210          | 220          | 230          |
| <b>25-29</b>            | 357          | 270          | 230          | 250          | 260          |
| <b>30-34</b>            | 393          | 410          | 310          | 270          | 280          |
| <b>35-39</b>            | 392          | 440          | 430          | 350          | 300          |
| <b>40-44</b>            | 451          | 340          | 390          | 380          | 320          |
| <b>45-49</b>            | 404          | 390          | 290          | 350          | 350          |
| <b>50-54</b>            | 385          | 350          | 350          | 250          | 310          |
| <b>55-59</b>            | 342          | 330          | 300          | 300          | 210          |
| <b>60-64</b>            | 285          | 280          | 270          | 240          | 260          |
| <b>65-69</b>            | 192          | 220          | 220          | 210          | 200          |
| <b>70-74</b>            | 119          | 130          | 160          | 160          | 170          |
| <b>75-79</b>            | 144          | 110          | 90           | 120          | 140          |
| <b>80-84</b>            | 87           | 120          | 90           | 70           | 100          |
| <b>85+</b>              | 89           | 100          | 110          | 120          | 110          |
| <b>Total</b>            | <b>5,208</b> | <b>5,040</b> | <b>4,760</b> | <b>4,540</b> | <b>4,430</b> |
| <b>Median Age</b>       | 38.6         | 38.3         | 38.7         | 39.0         | 39.3         |
| <b>Births</b>           | 230          | 180          | 190          | 180          |              |
| <b>Deaths</b>           | 190          | 200          | 190          | 180          |              |
| <b>Natural Increase</b> | 40           | -20          | 0            | 0            |              |
| <b>Net Migration</b>    | -250         | -230         | -190         | -160         |              |
| <b>Change</b>           | -210         | -250         | -190         | -160         |              |

*Differences between period Totals may not equal Change due to rounding.*

Demographic Study – 2022

**Birch Meadow Elementary Total Population**

|                         | 2010         | 2015         | 2020         | 2025         | 2030         |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>0-4</b>              | 333          | 300          | 280          | 300          | 290          |
| <b>5-9</b>              | 368          | 350          | 340          | 300          | 320          |
| <b>10-14</b>            | 341          | 360          | 350          | 340          | 300          |
| <b>15-19</b>            | 283          | 300          | 320          | 310          | 290          |
| <b>20-24</b>            | 222          | 240          | 230          | 260          | 260          |
| <b>25-29</b>            | 219          | 240          | 260          | 250          | 280          |
| <b>30-34</b>            | 238          | 260          | 280          | 300          | 310          |
| <b>35-39</b>            | 364          | 280          | 300          | 320          | 350          |
| <b>40-44</b>            | 379          | 360          | 280          | 300          | 320          |
| <b>45-49</b>            | 433          | 380          | 360          | 280          | 300          |
| <b>50-54</b>            | 420          | 430          | 370          | 350          | 270          |
| <b>55-59</b>            | 374          | 410          | 410          | 360          | 350          |
| <b>60-64</b>            | 293          | 360          | 400          | 410          | 350          |
| <b>65-69</b>            | 163          | 260          | 340          | 380          | 380          |
| <b>70-74</b>            | 127          | 150          | 240          | 310          | 350          |
| <b>75-79</b>            | 103          | 100          | 120          | 190          | 260          |
| <b>80-84</b>            | 100          | 90           | 90           | 110          | 170          |
| <b>85+</b>              | 91           | 110          | 110          | 110          | 120          |
| <b>Total</b>            | <b>4,850</b> | <b>4,980</b> | <b>5,080</b> | <b>5,180</b> | <b>5,270</b> |
| <b>Median Age</b>       | 40.7         | 42.2         | 43.2         | 43.5         | 43.7         |
| <b>Births</b>           | 220          | 220          | 210          | 220          |              |
| <b>Deaths</b>           | 190          | 200          | 230          | 260          |              |
| <b>Natural Increase</b> | 30           | 20           | -20          | -40          |              |
| <b>Net Migration</b>    | 110          | 100          | 110          | 120          |              |
| <b>Change</b>           | 140          | 120          | 90           | 80           |              |

*Differences between period Totals may not equal Change due to rounding.*

**J. Warren Killam Elementary Total Population**

|                         | 2010         | 2015         | 2020         | 2025         | 2030         |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>0-4</b>              | 385          | 330          | 330          | 360          | 330          |
| <b>5-9</b>              | 395          | 410          | 370          | 410          | 440          |
| <b>10-14</b>            | 397          | 390          | 410          | 370          | 410          |
| <b>15-19</b>            | 366          | 360          | 350          | 350          | 320          |
| <b>20-24</b>            | 278          | 330          | 280          | 270          | 300          |
| <b>25-29</b>            | 294          | 300          | 350          | 300          | 290          |
| <b>30-34</b>            | 375          | 340          | 340          | 390          | 360          |
| <b>35-39</b>            | 393          | 420          | 380          | 400          | 450          |
| <b>40-44</b>            | 461          | 390          | 410          | 380          | 390          |
| <b>45-49</b>            | 532          | 450          | 390          | 410          | 380          |
| <b>50-54</b>            | 516          | 520          | 450          | 390          | 410          |
| <b>55-59</b>            | 426          | 500          | 510          | 440          | 370          |
| <b>60-64</b>            | 352          | 410          | 490          | 490          | 430          |
| <b>65-69</b>            | 260          | 310          | 390          | 430          | 440          |
| <b>70-74</b>            | 177          | 240          | 290          | 340          | 380          |
| <b>75-79</b>            | 183          | 160          | 220          | 260          | 300          |
| <b>80-84</b>            | 145          | 150          | 120          | 170          | 210          |
| <b>85+</b>              | 171          | 190          | 200          | 200          | 170          |
| <b>Total</b>            | <b>6,107</b> | <b>6,200</b> | <b>6,280</b> | <b>6,360</b> | <b>6,380</b> |
| <b>Median Age</b>       | 41.9         | 42.8         | 44.0         | 44.3         | 43.7         |
| <b>Births</b>           | 240          | 260          | 260          | 250          |              |
| <b>Deaths</b>           | 270          | 290          | 310          | 340          |              |
| <b>Natural Increase</b> | -30          | -30          | -50          | -90          |              |
| <b>Net Migration</b>    | 110          | 120          | 130          | 140          |              |
| <b>Change</b>           | 80           | 90           | 80           | 50           |              |

*Differences between period Totals may not equal Change due to rounding.*

**Joshua Eaton Elementary Total Population**

|                         | 2010         | 2015         | 2020         | 2025         | 2030         |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>0-4</b>              | 287          | 270          | 310          | 320          | 310          |
| <b>5-9</b>              | 350          | 370          | 350          | 370          | 430          |
| <b>10-14</b>            | 421          | 350          | 370          | 350          | 370          |
| <b>15-19</b>            | 312          | 330          | 270          | 310          | 290          |
| <b>20-24</b>            | 182          | 220          | 250          | 210          | 250          |
| <b>25-29</b>            | 186          | 270          | 310          | 310          | 270          |
| <b>30-34</b>            | 186          | 360          | 430          | 430          | 430          |
| <b>35-39</b>            | 282          | 360          | 520          | 550          | 550          |
| <b>40-44</b>            | 376          | 280          | 360          | 520          | 550          |
| <b>45-49</b>            | 472          | 380          | 280          | 360          | 510          |
| <b>50-54</b>            | 449          | 470          | 370          | 270          | 340          |
| <b>55-59</b>            | 373          | 440          | 450          | 360          | 270          |
| <b>60-64</b>            | 307          | 360          | 430          | 440          | 340          |
| <b>65-69</b>            | 212          | 290          | 340          | 400          | 360          |
| <b>70-74</b>            | 175          | 190          | 270          | 320          | 380          |
| <b>75-79</b>            | 130          | 150          | 170          | 240          | 280          |
| <b>80-84</b>            | 137          | 110          | 120          | 140          | 190          |
| <b>85+</b>              | 95           | 130          | 140          | 150          | 180          |
| <b>Total</b>            | <b>4,931</b> | <b>5,330</b> | <b>5,740</b> | <b>6,050</b> | <b>6,300</b> |
| <b>Median Age</b>       | 43.5         | 42.4         | 40.8         | 41.7         | 42.3         |
| <b>Births</b>           | 180          | 230          | 260          | 260          |              |
| <b>Deaths</b>           | 210          | 230          | 260          | 300          |              |
| <b>Natural Increase</b> | -30          | 0            | 0            | -40          |              |
| <b>Net Migration</b>    | 430          | 410          | 310          | 290          |              |
| <b>Change</b>           | 400          | 410          | 310          | 250          |              |

*Differences between period Totals may not equal Change due to rounding.*

**Wood End Elementary Total Population**

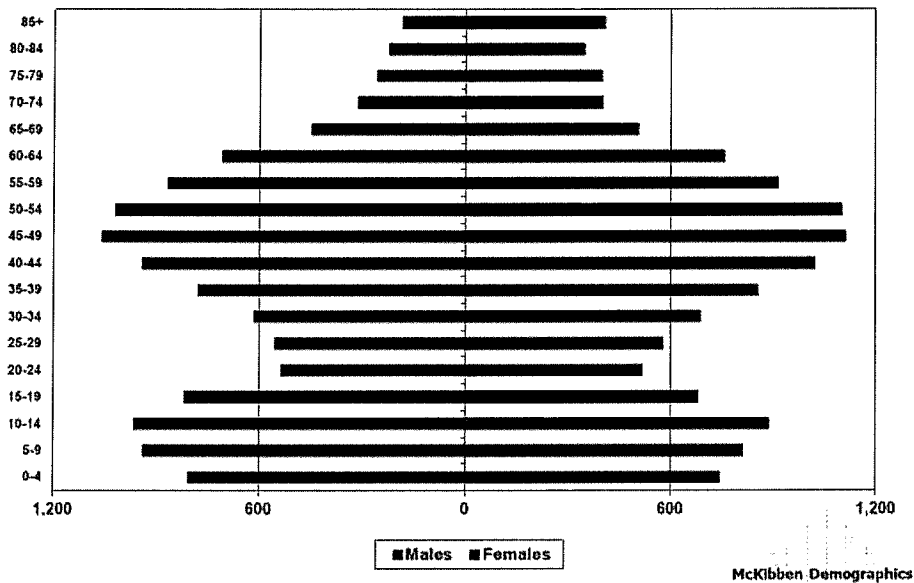
|                         | 2010         | 2015         | 2020         | 2025         | 2030         |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>0-4</b>              | 185          | 200          | 200          | 210          | 220          |
| <b>5-9</b>              | 263          | 240          | 280          | 240          | 260          |
| <b>10-14</b>            | 335          | 260          | 240          | 280          | 240          |
| <b>15-19</b>            | 275          | 300          | 220          | 200          | 230          |
| <b>20-24</b>            | 152          | 200          | 220          | 140          | 150          |
| <b>25-29</b>            | 76           | 170          | 220          | 260          | 160          |
| <b>30-34</b>            | 109          | 120          | 210          | 270          | 310          |
| <b>35-39</b>            | 200          | 140          | 160          | 270          | 330          |
| <b>40-44</b>            | 295          | 200          | 140          | 160          | 270          |
| <b>45-49</b>            | 329          | 290          | 200          | 140          | 160          |
| <b>50-54</b>            | 349          | 330          | 290          | 190          | 140          |
| <b>55-59</b>            | 264          | 340          | 320          | 290          | 190          |
| <b>60-64</b>            | 227          | 260          | 310          | 310          | 270          |
| <b>65-69</b>            | 130          | 200          | 220          | 270          | 260          |
| <b>70-74</b>            | 116          | 100          | 160          | 190          | 250          |
| <b>75-79</b>            | 97           | 100          | 90           | 140          | 160          |
| <b>80-84</b>            | 103          | 80           | 80           | 70           | 120          |
| <b>85+</b>              | 145          | 150          | 140          | 130          | 120          |
| <b>Total</b>            | <b>3,651</b> | <b>3,680</b> | <b>3,700</b> | <b>3,760</b> | <b>3,840</b> |
| <b>Median Age</b>       | 43.9         | 45.2         | 43.6         | 40.3         | 40.4         |
| <b>Births</b>           | 110          | 130          | 150          | 160          |              |
| <b>Deaths</b>           | 180          | 180          | 180          | 190          |              |
| <b>Natural Increase</b> | -70          | -50          | -30          | -30          |              |
| <b>Net Migration</b>    | 90           | 90           | 100          | 110          |              |
| <b>Change</b>           | 20           | 40           | 70           | 80           |              |

*Differences between period Totals may not equal Change due to rounding.*

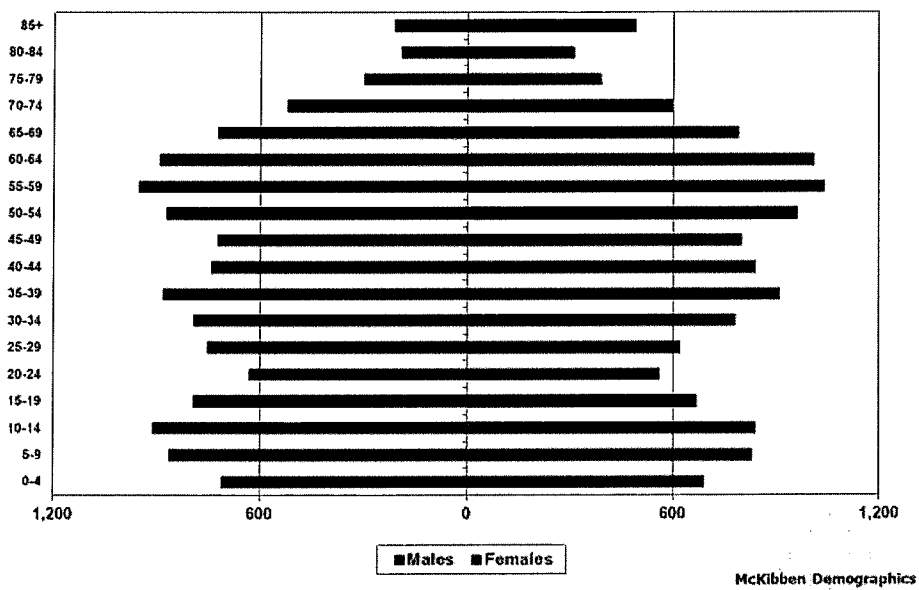


## Appendix C: Population Pyramids

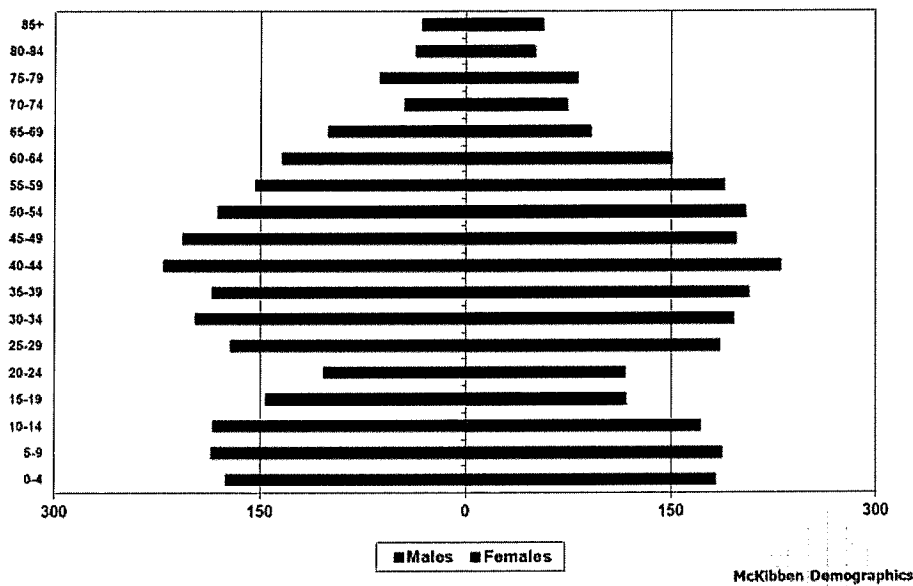
### READING PUBLIC SCHOOLS TOTAL POPULATION – 2010 CENSUS



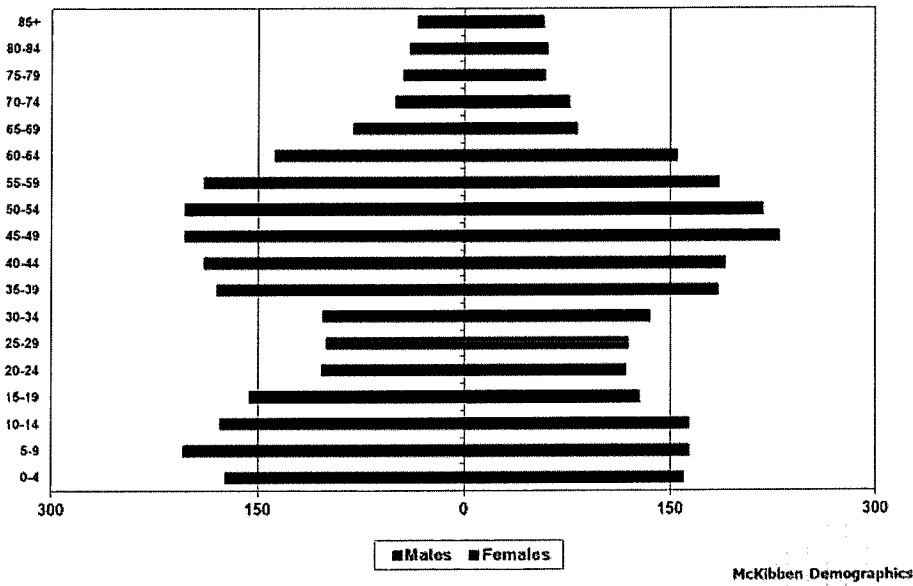
### READING PUBLIC SCHOOLS TOTAL POPULATION – 2020 ESTIMATE



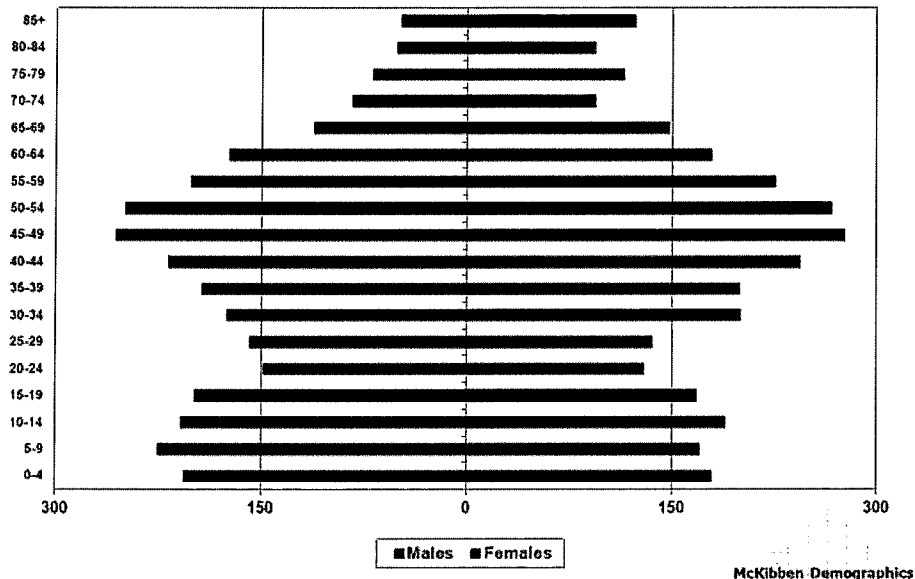
### ALICE M. BARROWS ELEMENTARY SCHOOL – 2010 CENSUS



### BIRCH MEADOWS ELEMENTARY SCHOOL – 2010 CENSUS

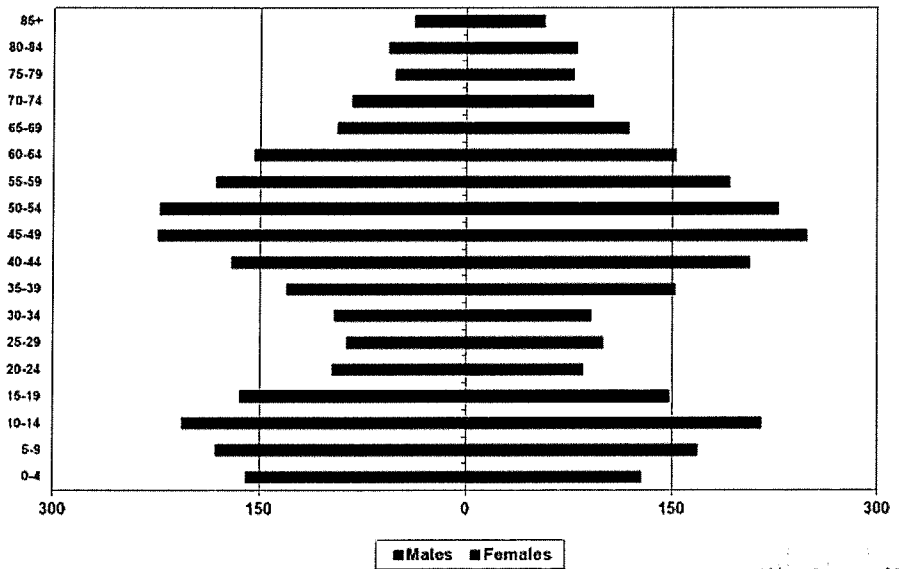


### J. WARREN KILLAM ELEMENTARY SCHOOL – 2010 CENSUS



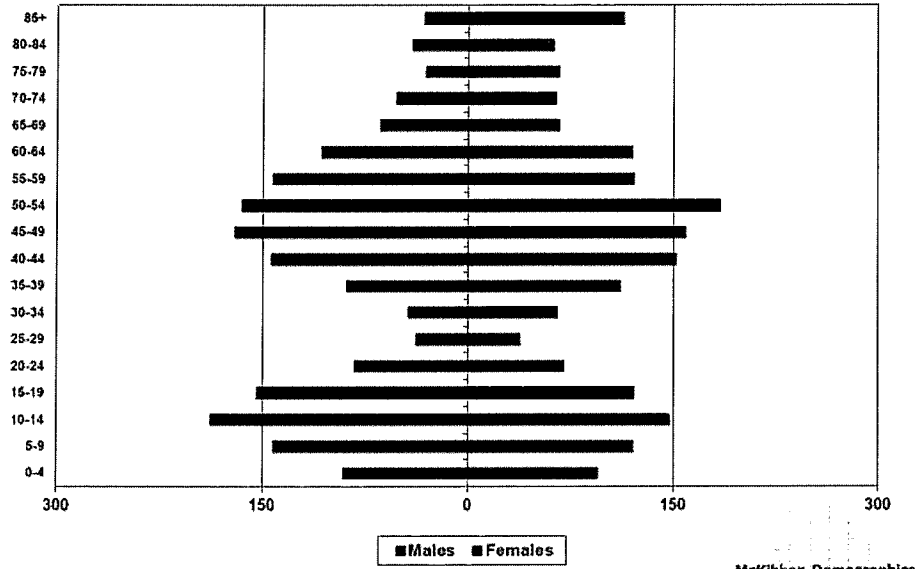
McKibben Demographics

### JOSHUA EATON ELEMENTARY SCHOOL – 2010 CENSUS



McKibben Demographics

### WOOD END ELEMENTARY SCHOOL - 2010 CENSUS



McKibben Demographics

## Appendix D: Enrollment Forecasts

### Reading Public Schools: Total Enrollment

|                    | 2018-19     | 2019-20     | 2020-21     | 2021-22     | 2022-23     | 2023-24     | 2024-25     | 2025-26     | 2026-27     | 2027-28     | 2028-29     | 2029-30     | 2030-31     | 2031-32     |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>K</b>           | 325         | 318         | 238         | 290         | 300         | 301         | 303         | 304         | 311         | 314         | 317         | 321         | 323         | 319         |
| <b>1</b>           | 296         | 330         | 312         | 247         | 308         | 310         | 312         | 314         | 316         | 319         | 322         | 325         | 329         | 331         |
| <b>2</b>           | 277         | 297         | 316         | 317         | 252         | 307         | 309         | 311         | 316         | 317         | 320         | 323         | 327         | 331         |
| <b>3</b>           | 338         | 282         | 290         | 310         | 317         | 251         | 306         | 308         | 309         | 314         | 315         | 318         | 321         | 325         |
| <b>4</b>           | 324         | 331         | 270         | 289         | 306         | 307         | 244         | 297         | 302         | 304         | 308         | 309         | 313         | 316         |
| <b>5</b>           | 294         | 334         | 312         | 262         | 285         | 300         | 301         | 240         | 293         | 298         | 301         | 305         | 306         | 310         |
| <b>Total: K-5</b>  | <b>1854</b> | <b>1892</b> | <b>1738</b> | <b>1715</b> | <b>1768</b> | <b>1776</b> | <b>1775</b> | <b>1774</b> | <b>1847</b> | <b>1866</b> | <b>1883</b> | <b>1901</b> | <b>1919</b> | <b>1932</b> |
| <b>6</b>           | 291         | 292         | 319         | 297         | 261         | 283         | 298         | 299         | 238         | 291         | 297         | 299         | 303         | 304         |
| <b>7</b>           | 355         | 291         | 288         | 307         | 295         | 259         | 281         | 296         | 297         | 236         | 289         | 295         | 297         | 301         |
| <b>8</b>           | 344         | 341         | 287         | 285         | 304         | 292         | 256         | 278         | 293         | 294         | 234         | 286         | 292         | 294         |
| <b>Total: 6-8</b>  | <b>990</b>  | <b>924</b>  | <b>894</b>  | <b>889</b>  | <b>860</b>  | <b>834</b>  | <b>835</b>  | <b>873</b>  | <b>828</b>  | <b>821</b>  | <b>820</b>  | <b>880</b>  | <b>892</b>  | <b>899</b>  |
| <b>9</b>           | 293         | 301         | 299         | 255         | 261         | 278         | 267         | 234         | 254         | 268         | 269         | 214         | 262         | 267         |
| <b>10</b>          | 329         | 294         | 301         | 295         | 259         | 265         | 282         | 271         | 238         | 258         | 272         | 273         | 217         | 266         |
| <b>11</b>          | 307         | 331         | 292         | 296         | 294         | 258         | 264         | 281         | 270         | 237         | 257         | 271         | 272         | 216         |
| <b>12</b>          | 322         | 304         | 330         | 296         | 295         | 293         | 257         | 263         | 280         | 269         | 236         | 256         | 270         | 271         |
| <b>Total: 9-12</b> | <b>1251</b> | <b>1230</b> | <b>1222</b> | <b>1142</b> | <b>1109</b> | <b>1094</b> | <b>1070</b> | <b>1049</b> | <b>1042</b> | <b>1032</b> | <b>1034</b> | <b>1014</b> | <b>1021</b> | <b>1020</b> |
| <b>Total: K-12</b> | <b>4095</b> | <b>4046</b> | <b>3854</b> | <b>3746</b> | <b>3737</b> | <b>3704</b> | <b>3680</b> | <b>3696</b> | <b>3717</b> | <b>3719</b> | <b>3737</b> | <b>3795</b> | <b>3832</b> | <b>3851</b> |
| <b>Total: K-12</b> | 4095        | 4046        | 3854        | 3746        | 3737        | 3704        | 3680        | 3696        | 3717        | 3719        | 3737        | 3795        | 3832        | 3851        |
| <b>Change</b>      |             | -49         | -192        | -108        | -9          | -33         | -24         | 16          | 21          | 2           | 18          | 58          | 37          | 19          |
| <b>%-Change</b>    |             | -1.2%       | -4.8%       | -2.8%       | -0.2%       | -0.9%       | -0.7%       | 0.43%       | 0.57%       | 0.05%       | 0.48%       | 1.55%       | 0.97%       | 0.50%       |
| <b>Total: K-5</b>  | 1854        | 1892        | 1738        | 1715        | 1768        | 1776        | 1775        | 1774        | 1847        | 1866        | 1883        | 1901        | 1919        | 1932        |
| <b>Change</b>      |             | 38          | -154        | -23         | 53          | 8           | -1          | -1          | 73          | 19          | 17          | 18          | 18          | 13          |
| <b>%-Change</b>    |             | 2.05%       | -8.1%       | -1.3%       | 3.09%       | 0.45%       | -0.1%       | -0.1%       | 4.11%       | 1.03%       | 0.91%       | 0.96%       | 0.95%       | 0.68%       |
| <b>Total: 6-8</b>  | 990         | 924         | 894         | 889         | 860         | 834         | 835         | 873         | 828         | 821         | 820         | 880         | 892         | 899         |
| <b>Change</b>      |             | -66         | -30         | -5          | -29         | -26         | 1           | 38          | -45         | -7          | -1          | 60          | 12          | 7           |
| <b>%-Change</b>    |             | -6.7%       | -3.3%       | -0.6%       | -3.3%       | -3.0%       | 0.12%       | 4.55%       | -5.2%       | -0.9%       | -0.1%       | 7.32%       | 1.36%       | 0.78%       |
| <b>Total: 9-12</b> | 1251        | 1230        | 1222        | 1142        | 1109        | 1094        | 1070        | 1049        | 1042        | 1032        | 1034        | 1014        | 1021        | 1020        |
| <b>Change</b>      |             | -21         | -8          | -80         | -33         | -15         | -24         | -21         | -7          | -10         | 2           | -20         | 7           | -1          |
| <b>%-Change</b>    |             | -1.7%       | -0.7%       | -6.6%       | -2.9%       | -1.4%       | -2.2%       | -1.9%       | -0.7%       | -0.9%       | 0.19%       | -1.9%       | 0.69%       | -0.1%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Demographic Study – 2022

**Alice M. Barrows Elementary: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 55         | 60         | 44         | 51         | 55         | 55         | 55         | 56         | 58         | 59         | 59         | 60         | 60         | 59         |
| 1                 | 67         | 63         | 55         | 57         | 58         | 58         | 59         | 59         | 60         | 60         | 61         | 61         | 62         | 62         |
| 2                 | 53         | 68         | 60         | 61         | 59         | 59         | 59         | 60         | 61         | 62         | 62         | 63         | 63         | 64         |
| 3                 | 80         | 55         | 66         | 61         | 62         | 60         | 60         | 60         | 61         | 62         | 63         | 63         | 64         | 64         |
| 4                 | 61         | 76         | 54         | 68         | 60         | 61         | 59         | 59         | 59         | 60         | 61         | 62         | 62         | 63         |
| 5                 | 58         | 63         | 75         | 54         | 69         | 61         | 62         | 60         | 60         | 60         | 61         | 62         | 63         | 63         |
| <b>Total: K-5</b> | <b>374</b> | <b>385</b> | <b>354</b> | <b>352</b> | <b>363</b> | <b>354</b> | <b>354</b> | <b>354</b> | <b>359</b> | <b>363</b> | <b>367</b> | <b>371</b> | <b>374</b> | <b>375</b> |
| <b>Total: K-5</b> | 374        | 385        | 354        | 352        | 363        | 354        | 354        | 354        | 359        | 363        | 367        | 371        | 374        | 375        |
| <b>Change</b>     |            | 11         | -31        | -2         | 11         | -9         | 0          | 0          | 5          | 4          | 4          | 4          | 3          | 1          |
| <b>%-Change</b>   |            | 2.9%       | -8.1%      | -0.6%      | 3.1%       | -2.5%      | 0.0%       | 0.0%       | 1.4%       | 1.1%       | 1.1%       | 1.1%       | 0.8%       | 0.3%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

**Birch Meadows Elementary: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 62         | 64         | 40         | 49         | 52         | 52         | 53         | 53         | 55         | 56         | 57         | 58         | 58         | 57         |
| 1                 | 60         | 67         | 72         | 49         | 56         | 57         | 57         | 58         | 58         | 59         | 60         | 61         | 62         | 62         |
| 2                 | 64         | 58         | 61         | 70         | 48         | 54         | 55         | 55         | 57         | 57         | 58         | 59         | 60         | 61         |
| 3                 | 62         | 68         | 54         | 59         | 69         | 47         | 53         | 54         | 56         | 58         | 58         | 59         | 60         | 61         |
| 4                 | 63         | 62         | 61         | 53         | 57         | 66         | 45         | 51         | 53         | 55         | 57         | 57         | 58         | 59         |
| 5                 | 66         | 65         | 57         | 58         | 51         | 55         | 64         | 44         | 50         | 52         | 54         | 56         | 56         | 57         |
| <b>Total: K-5</b> | <b>377</b> | <b>384</b> | <b>345</b> | <b>338</b> | <b>333</b> | <b>331</b> | <b>327</b> | <b>315</b> | <b>329</b> | <b>337</b> | <b>344</b> | <b>350</b> | <b>354</b> | <b>357</b> |
| <b>Total: K-5</b> | 377        | 384        | 345        | 338        | 333        | 331        | 327        | 315        | 329        | 337        | 344        | 350        | 354        | 357        |
| <b>Change</b>     |            | 7          | -39        | -7         | -5         | -2         | -4         | -12        | 14         | 8          | 7          | 6          | 4          | 3          |
| <b>%-Change</b>   |            | 1.9%       | -10%       | -2.0%      | -1.5%      | -0.6%      | -1.2%      | -3.7%      | 4.4%       | 2.4%       | 2.1%       | 1.7%       | 1.1%       | 0.8%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Demographic Study – 2022

**Joshua Eaton Elementary: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 76         | 69         | 79         | 70         | 72         | 73         | 74         | 74         | 75         | 76         | 77         | 77         | 78         | 76         |
| 1                 | 64         | 75         | 68         | 57         | 72         | 73         | 74         | 75         | 76         | 77         | 78         | 79         | 79         | 80         |
| 2                 | 43         | 66         | 75         | 66         | 59         | 73         | 74         | 75         | 74         | 74         | 75         | 76         | 77         | 77         |
| 3                 | 67         | 45         | 64         | 71         | 67         | 58         | 72         | 73         | 74         | 73         | 73         | 74         | 74         | 75         |
| 4                 | 77         | 66         | 45         | 67         | 72         | 66         | 57         | 71         | 72         | 73         | 72         | 72         | 73         | 73         |
| 5                 | 59         | 83         | 64         | 42         | 66         | 71         | 65         | 56         | 70         | 71         | 72         | 71         | 71         | 72         |
| <b>Total: K-5</b> | <b>386</b> | <b>404</b> | <b>395</b> | <b>373</b> | <b>408</b> | <b>414</b> | <b>416</b> | <b>424</b> | <b>441</b> | <b>444</b> | <b>447</b> | <b>449</b> | <b>452</b> | <b>453</b> |
| <b>Total: K-5</b> | 386        | 404        | 395        | 373        | 408        | 414        | 416        | 424        | 441        | 444        | 447        | 449        | 452        | 453        |
| <b>Change</b>     |            | 18         | -9         | -22        | 35         | 6          | 2          | 8          | 17         | 3          | 3          | 2          | 3          | 1          |
| <b>%-Change</b>   |            | 4.7%       | -2.2%      | -5.6%      | 9.4%       | 1.5%       | 0.5%       | 1.9%       | 4.0%       | 0.7%       | 0.7%       | 0.4%       | 0.7%       | 0.2%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

**J. Warren Killam Elementary: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 79         | 83         | 50         | 78         | 81         | 80         | 80         | 79         | 79         | 78         | 78         | 79         | 80         | 81         |
| 1                 | 63         | 70         | 77         | 53         | 79         | 79         | 78         | 78         | 77         | 77         | 76         | 76         | 77         | 78         |
| 2                 | 67         | 63         | 68         | 74         | 54         | 77         | 77         | 76         | 79         | 78         | 78         | 77         | 78         | 79         |
| 3                 | 80         | 66         | 64         | 73         | 75         | 55         | 79         | 79         | 74         | 77         | 76         | 76         | 76         | 77         |
| 4                 | 57         | 77         | 66         | 62         | 72         | 72         | 53         | 76         | 77         | 73         | 75         | 74         | 75         | 75         |
| 5                 | 66         | 56         | 70         | 66         | 61         | 69         | 69         | 51         | 74         | 75         | 72         | 74         | 73         | 74         |
| <b>Total: K-5</b> | <b>412</b> | <b>415</b> | <b>395</b> | <b>406</b> | <b>422</b> | <b>432</b> | <b>436</b> | <b>439</b> | <b>460</b> | <b>458</b> | <b>455</b> | <b>456</b> | <b>459</b> | <b>464</b> |
| <b>Total: K-5</b> | 412        | 415        | 395        | 406        | 422        | 432        | 436        | 439        | 460        | 458        | 455        | 456        | 459        | 464        |
| <b>Change</b>     |            | 3          | -20        | 11         | 16         | 10         | 4          | 3          | 21         | -2         | -3         | 1          | 3          | 5          |
| <b>%-Change</b>   |            | 0.7%       | -4.8%      | 2.8%       | 3.9%       | 2.4%       | 0.9%       | 0.7%       | 4.8%       | -0.4%      | -0.7%      | 0.2%       | 0.7%       | 1.1%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

Demographic Study – 2022

**Wood End Elementary: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 53         | 42         | 25         | 42         | 40         | 41         | 41         | 42         | 44         | 45         | 46         | 47         | 47         | 46         |
| 1                 | 42         | 55         | 40         | 31         | 43         | 43         | 44         | 44         | 45         | 46         | 47         | 48         | 49         | 49         |
| 2                 | 50         | 42         | 52         | 46         | 32         | 44         | 44         | 45         | 45         | 46         | 47         | 48         | 49         | 50         |
| 3                 | 49         | 48         | 42         | 46         | 44         | 31         | 42         | 42         | 44         | 44         | 45         | 46         | 47         | 48         |
| 4                 | 66         | 50         | 44         | 39         | 45         | 42         | 30         | 40         | 41         | 43         | 43         | 44         | 45         | 46         |
| 5                 | 45         | 67         | 46         | 42         | 38         | 44         | 41         | 29         | 39         | 40         | 42         | 42         | 43         | 44         |
| <b>Total: K-5</b> | <b>305</b> | <b>304</b> | <b>249</b> | <b>246</b> | <b>242</b> | <b>245</b> | <b>242</b> | <b>242</b> | <b>258</b> | <b>264</b> | <b>270</b> | <b>275</b> | <b>280</b> | <b>283</b> |
| <b>Total: K-5</b> | 305        | 304        | 249        | 246        | 242        | 245        | 242        | 242        | 258        | 264        | 270        | 275        | 280        | 283        |
| <b>Change</b>     |            | -1         | -55        | -3         | -4         | 3          | -3         | 0          | 16         | 6          | 6          | 5          | 5          | 3          |
| <b>%-Change</b>   |            | -0.3%      | -18%       | -1.2%      | -1.6%      | 1.2%       | -1.2%      | 0.0%       | 6.6%       | 2.3%       | 2.3%       | 1.9%       | 1.8%       | 1.1%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

**Coolidge Middle School: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 6                 | 128        | 135        | 143        | 133        | 126        | 114        | 126        | 132        | 93         | 118        | 122        | 124        | 127        | 128        |
| 7                 | 167        | 128        | 132        | 142        | 132        | 125        | 113        | 125        | 131        | 92         | 117        | 121        | 123        | 126        |
| 8                 | 148        | 161        | 124        | 130        | 140        | 130        | 123        | 111        | 123        | 129        | 91         | 115        | 119        | 121        |
| <b>Total: 6-8</b> | <b>443</b> | <b>424</b> | <b>399</b> | <b>405</b> | <b>398</b> | <b>369</b> | <b>362</b> | <b>368</b> | <b>347</b> | <b>339</b> | <b>330</b> | <b>360</b> | <b>369</b> | <b>375</b> |
| <b>Total: 6-8</b> | 443        | 424        | 399        | 405        | 398        | 369        | 362        | 368        | 347        | 339        | 330        | 360        | 369        | 375        |
| <b>Change</b>     |            | -19        | -25        | 6          | -7         | -29        | -7         | 6          | -21        | -8         | -9         | 30         | 9          | 6          |
| <b>%-Change</b>   |            | -4.3%      | -5.9%      | 1.5%       | -1.7%      | -7.3%      | -1.9%      | 1.7%       | -5.7%      | -2.3%      | -2.7%      | 9.1%       | 2.5%       | 1.6%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.

**Parker Middle School: Total Enrollment**

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 6                 | 163        | 157        | 176        | 164        | 135        | 169        | 172        | 167        | 145        | 173        | 175        | 175        | 176        | 176        |
| 7                 | 188        | 163        | 156        | 165        | 163        | 134        | 168        | 171        | 166        | 144        | 172        | 174        | 174        | 175        |
| 8                 | 196        | 180        | 163        | 155        | 164        | 162        | 133        | 167        | 170        | 165        | 143        | 171        | 173        | 173        |
| <b>Total: 6-8</b> | <b>547</b> | <b>500</b> | <b>495</b> | <b>484</b> | <b>462</b> | <b>465</b> | <b>473</b> | <b>505</b> | <b>481</b> | <b>482</b> | <b>490</b> | <b>520</b> | <b>523</b> | <b>524</b> |
| <b>Total: 6-8</b> | 547        | 500        | 495        | 484        | 462        | 465        | 473        | 505        | 481        | 482        | 490        | 520        | 523        | 524        |
| <b>Change</b>     |            | -47        | -5         | -11        | -22        | 3          | 8          | 32         | -24        | 1          | 8          | 30         | 3          | 1          |
| <b>%-Change</b>   |            | -8.6%      | -1.0%      | -2.2%      | -4.5%      | 0.6%       | 1.7%       | 6.8%       | -4.8%      | 0.2%       | 1.7%       | 6.1%       | 0.6%       | 0.2%       |

Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.



Demographic Study – 2022

**Reading High School: Total Enrollment**

|                    | 2018-19     | 2019-20     | 2020-21     | 2021-22     | 2022-23     | 2023-24     | 2024-25     | 2025-26     | 2026-27     | 2027-28     | 2028-29     | 2029-30     | 2030-31     | 2031-32     |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 9                  | 293         | 301         | 299         | 255         | 261         | 278         | 267         | 234         | 254         | 268         | 269         | 214         | 262         | 267         |
| 10                 | 329         | 294         | 301         | 295         | 259         | 265         | 282         | 271         | 238         | 258         | 272         | 273         | 217         | 266         |
| 11                 | 307         | 331         | 292         | 296         | 294         | 258         | 264         | 281         | 270         | 237         | 257         | 271         | 272         | 216         |
| 12                 | 322         | 304         | 330         | 296         | 295         | 293         | 257         | 263         | 280         | 269         | 236         | 256         | 270         | 271         |
| <b>Total: 9-12</b> | <b>1251</b> | <b>1230</b> | <b>1222</b> | <b>1142</b> | <b>1109</b> | <b>1094</b> | <b>1070</b> | <b>1049</b> | <b>1042</b> | <b>1032</b> | <b>1034</b> | <b>1014</b> | <b>1021</b> | <b>1020</b> |
| <b>Total: 9-12</b> | 1251        | 1230        | 1222        | 1142        | 1109        | 1094        | 1070        | 1049        | 1042        | 1032        | 1034        | 1014        | 1021        | 1020        |
| <b>Change</b>      |             | -21         | -8          | -80         | -33         | -15         | -24         | -21         | -7          | -10         | 2           | -20         | 7           | -1          |
| <b>%-Change</b>    |             | -1.7%       | -0.7%       | -6.5%       | -2.9%       | -1.4%       | -2.2%       | -2.0%       | -0.7%       | -1.0%       | 0.2%        | -1.9%       | 0.7%        | -0.1%       |

*Blue cells are historical data; Red numbers are current enrollment; Orange cells are forecasted enrollment.*

# READING PUBLIC SCHOOLS

JUNE 9, 2022

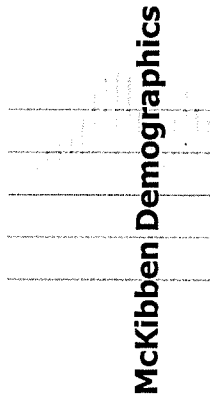
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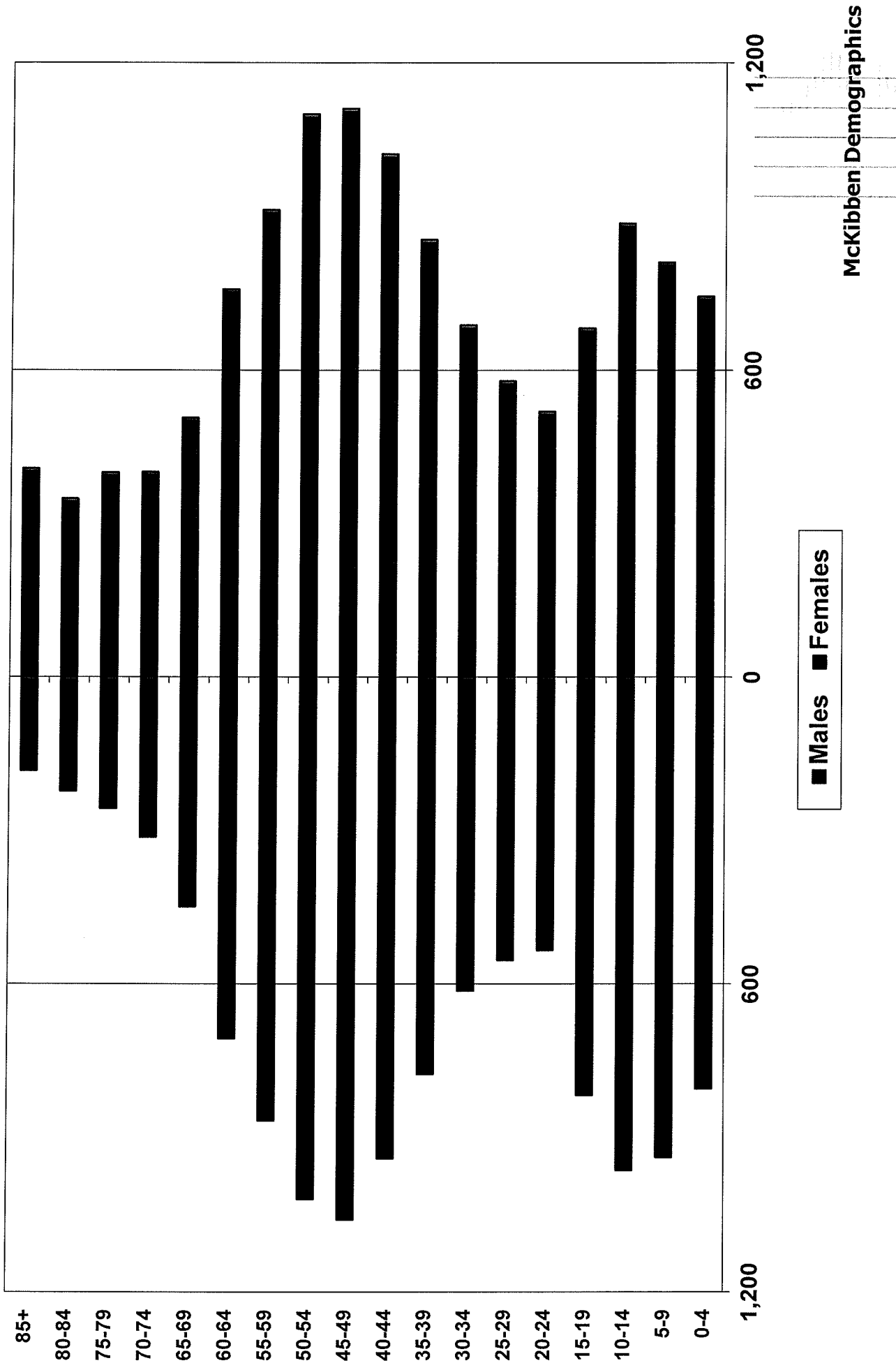
# READING PUBLIC SCHOOLS FORECAST ASSUMPTIONS

- a. The national, state or regional economy does not go into deep recession at anytime during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
- b. Interest rates have reached a historic low and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 5.0%;
- c. The rate of mortgage approval stays at 2015-2020 levels and lenders do not return to “sub-prime” mortgage practices;
- d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
- e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Middlesex County for any year in the forecasts;
- f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2029. All new housing units constructed are occupied by 2031. Speculative new home construction plans are not included;
- g. The average annual unemployment rates for the Middlesex County and the Greater Boston Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;
- h. The intra-district student transfer policy remains unchanged over the next 10 years;
- i. The rate of students transferring out of the Reading Public Schools will remain at the 2015-16 to 2020-21 average;
- j. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;

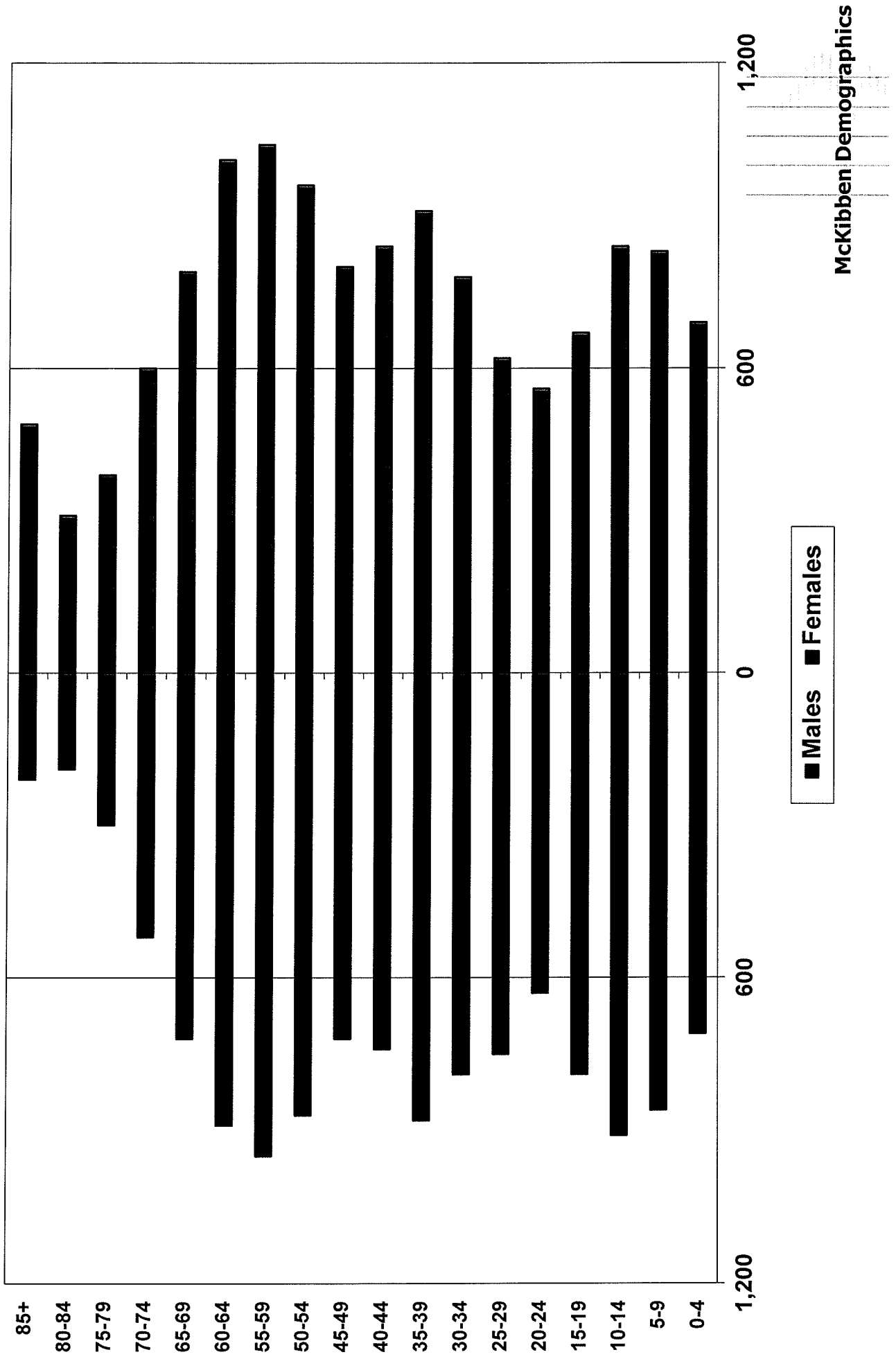
# READING PUBLIC SCHOOLS FORECAST ASSUMPTIONS

- k. The state of Massachusetts does not change the current policy on open enrollment or school vouchers anytime in the next 10 years;
- l. There will be no building moratorium within the district;
- m. Businesses within the district and the Reading Public Schools area will remain viable;
- n. There are no charter schools opened in the district anytime over the next 10 years;
- o. The number of existing home sales in the district that are a result of “distress sales” (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
- p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by homeowners over the age of 60;
- q. The district will have at least an average of 400 existing home sales per year for the next 10 years;
- r. The district will have at least an average of 30 new single-family home constructed per year over the next 10 years;
- s. Private school and home school attendance rates will remain constant;
- t. The rate of foreclosures for commercial property remains at the 2015-2020 average for Middlesex County.

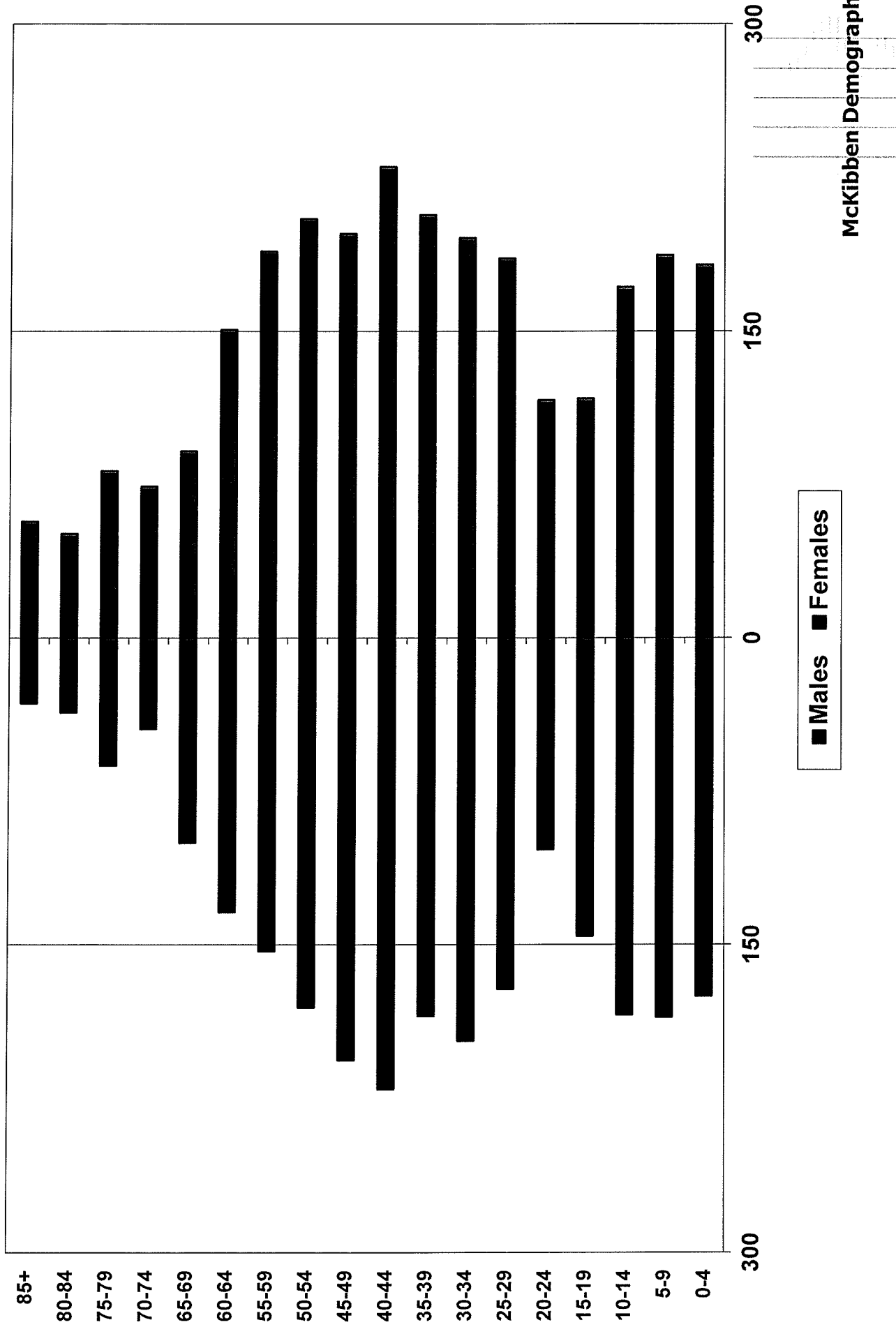
# READING PUBLIC SCHOOLS TOTAL POPULATION – 2010 CENSUS



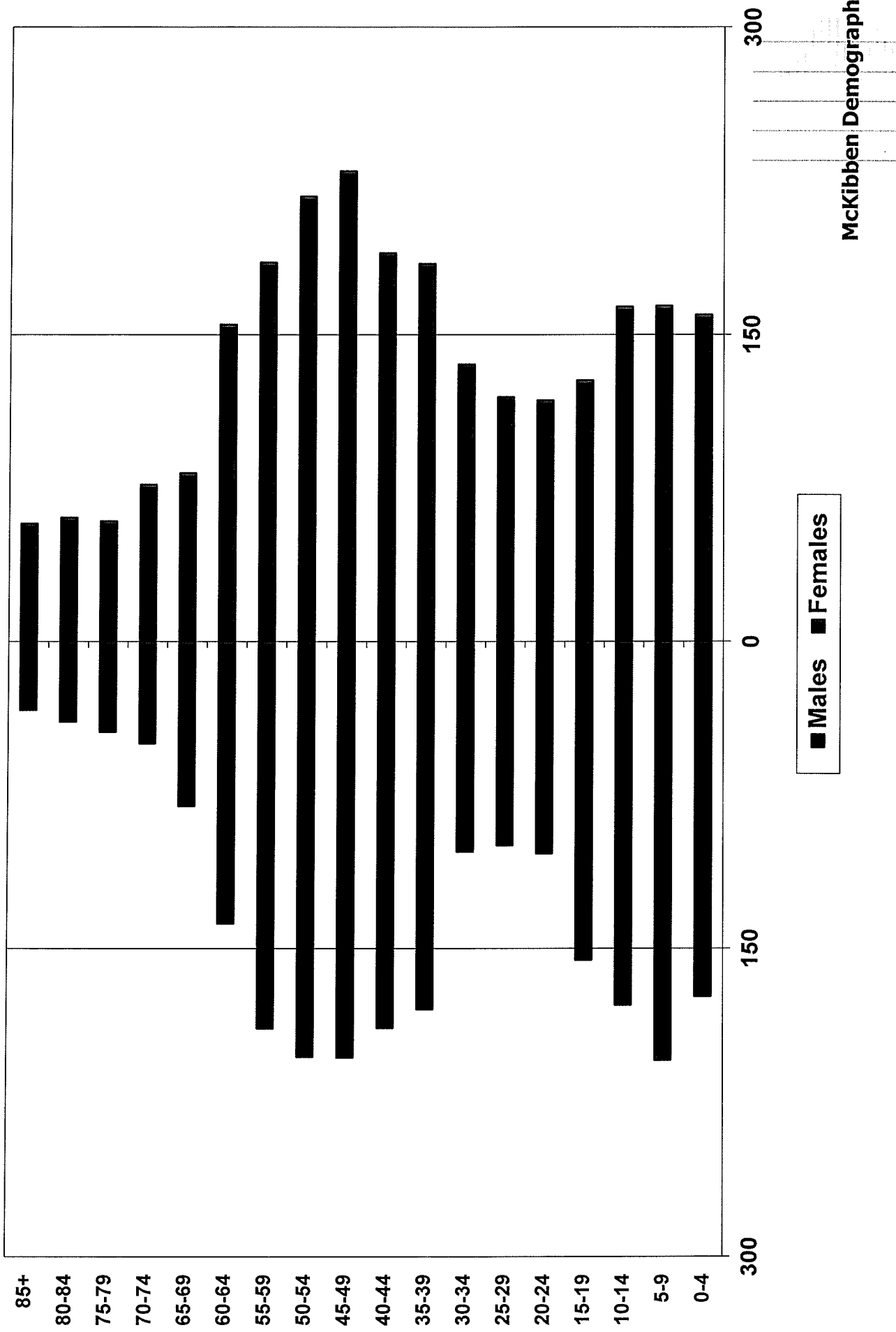
# READING PUBLIC SCHOOLS TOTAL POPULATION – 2020 ESTIMATE



# Alice M. Barrows Elementary School – 2010 Census

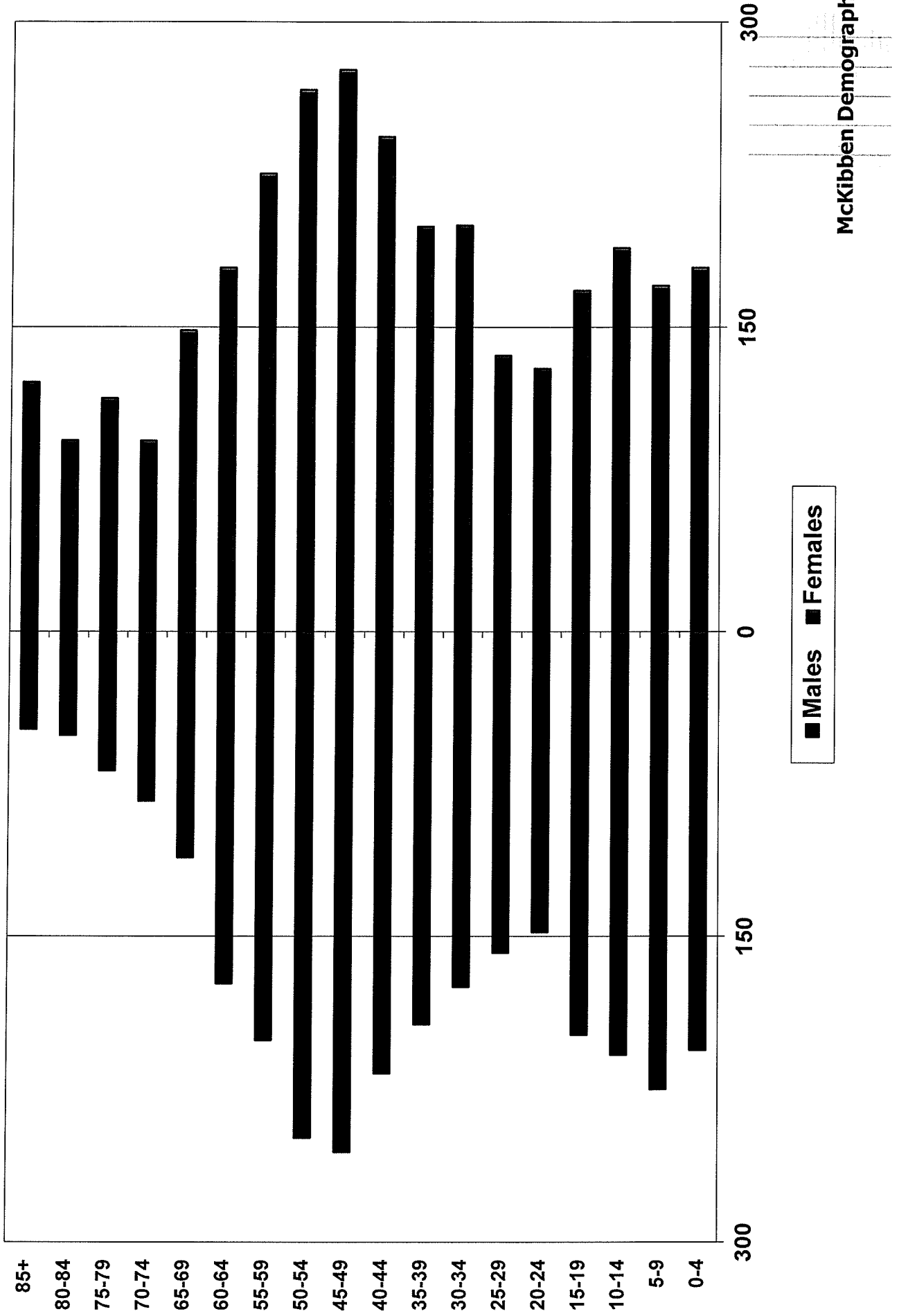


# BIRCH MEADOWS ELEMENTARY SCHOOL – 2010 CENSUS

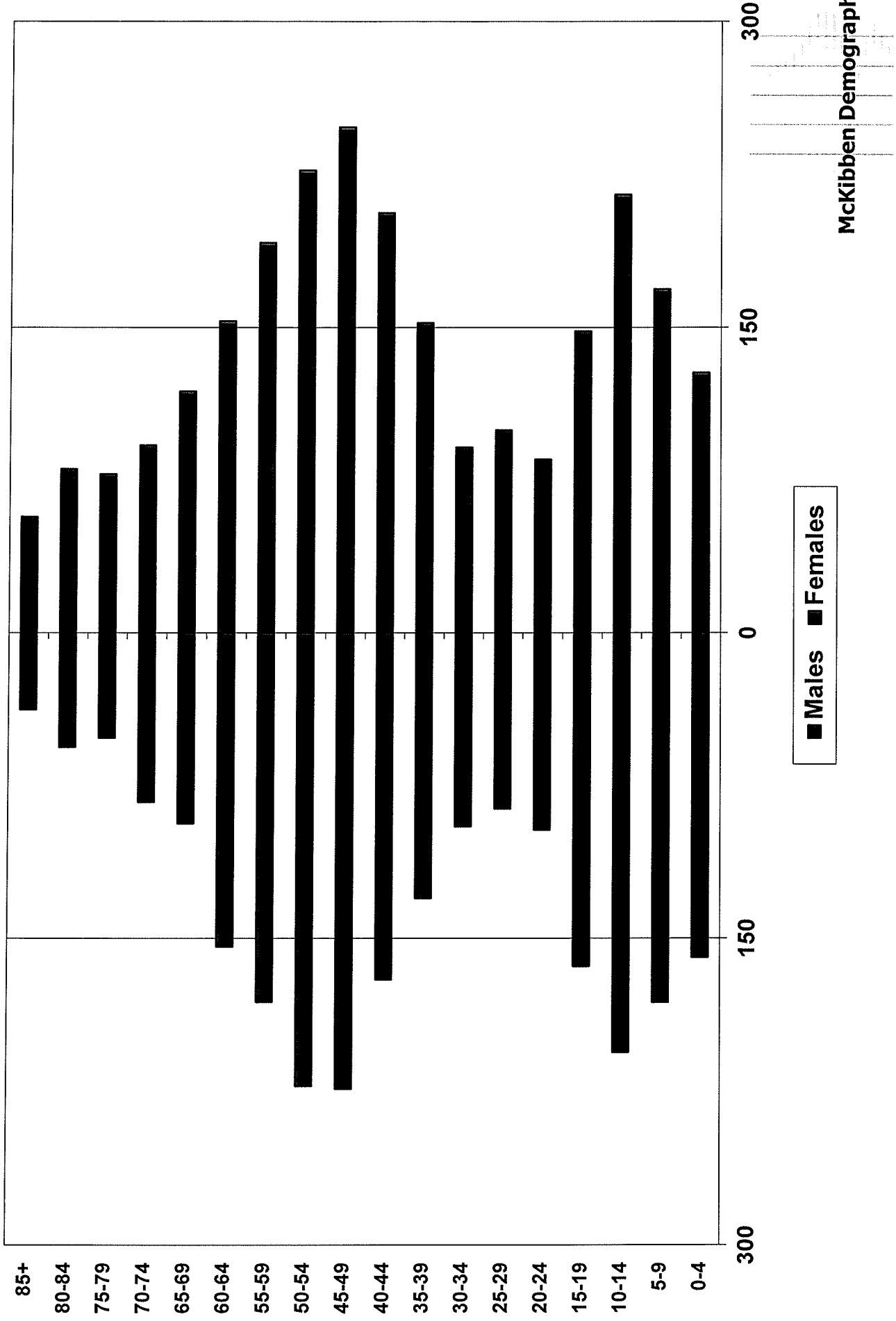




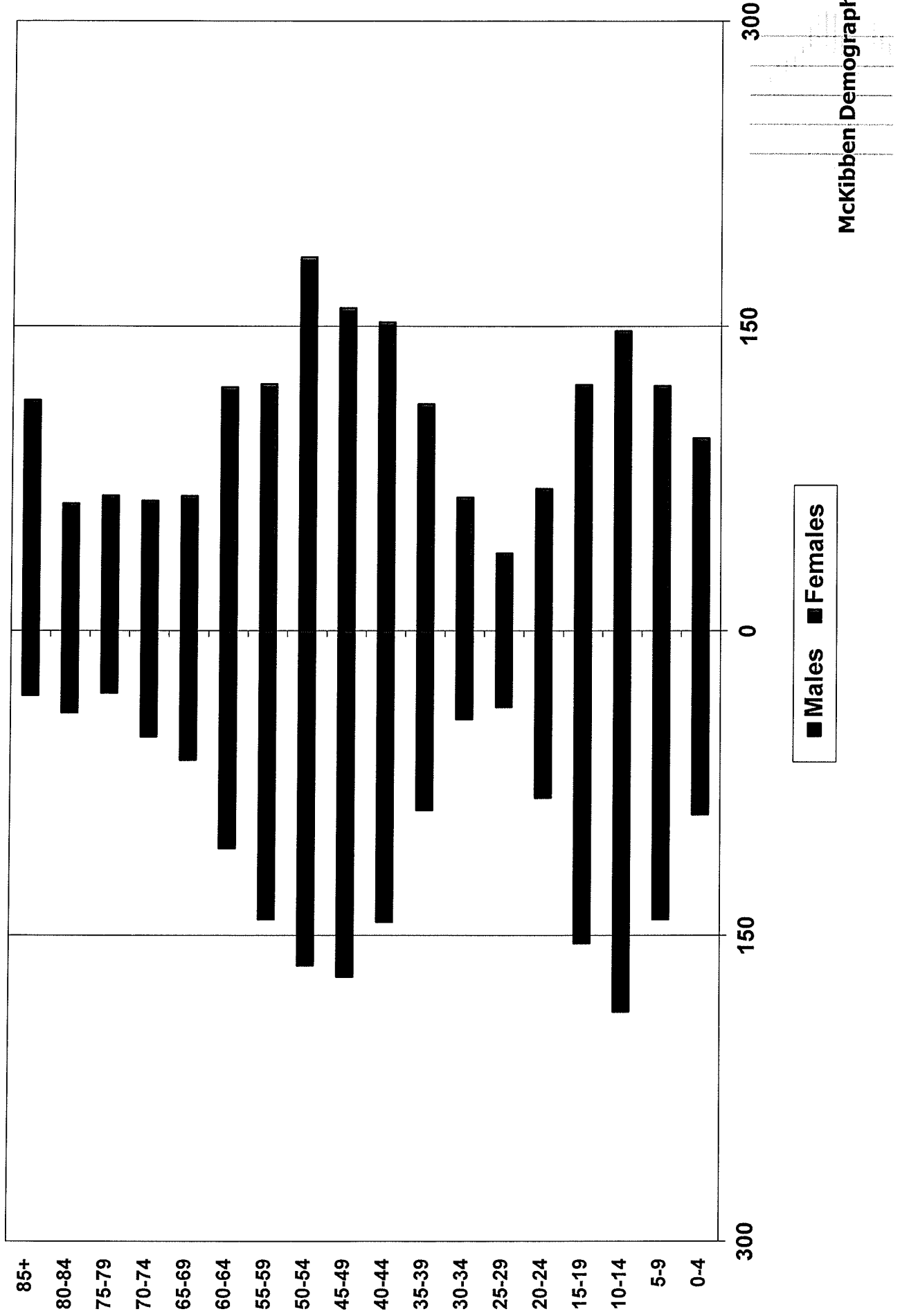
# J. WARREN KILLAM ELEMENTARY SCHOOL – 2010 CENSUS



# JOSHUA EATON ELEMENTARY SCHOOL – 2010 CENSUS



# WOOD END ELEMENTARY SCHOOL – 2010 CENSUS



# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 2: Household Characteristics by Elementary Area, 2010 Census**

|                       | HH w/ Pop<br>Under 18 | % HH w/ Pop<br>Under 18 | Total Households | Household<br>Population | Persons Per<br>Household |
|-----------------------|-----------------------|-------------------------|------------------|-------------------------|--------------------------|
| Alice M. Barrows      | 690                   | 32.8%                   | 2,104            | 5,208                   | 2.48                     |
| Birch Meadow          | 683                   | 38.5%                   | 1,774            | 4,809                   | 2.71                     |
| J. Warren Killam      | 799                   | 33.4%                   | 2,389            | 6,081                   | 2.55                     |
| Joshua Eaton          | 664                   | 36.3%                   | 1,830            | 4,931                   | 2.69                     |
| Wood End              | 505                   | 41.8%                   | 1,208            | 3,537                   | 2.93                     |
| <b>District Total</b> | <b>3,341</b>          | <b>35.9%</b>            | <b>9,305</b>     | <b>24,566</b>           | <b>2.64</b>              |

# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 3: Householder Characteristics by Elementary Area, 2010 Census**

|                       | Percentage of Householders aged 35-54 | Percentage of Householders aged 65+ | Percentage of Householders who own homes |
|-----------------------|---------------------------------------|-------------------------------------|--|
| Alice M. Barrows      | 43.1%                                 | 20.1%                               | 59.3%                                    |
| Birch Meadow          | 47.5%                                 | 19.1%                               | 82.4%                                    |
| J. Warren Killam      | 42.4%                                 | 26.9%                               | 76.0%                                    |
| Joshua Eaton          | 44.8%                                 | 26.6%                               | 90.5%                                    |
| Wood End              | 47.1%                                 | 26.3%                               | 88.3%                                    |
| <b>District Total</b> | <b>44.6%</b>                          | <b>23.8%</b>                        | <b>77.9%</b>                             |

# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2010 Census**

|                       | Percentage of Single Person Households | Percentage of Single Person Households and are 65+ |
|-----------------------|--|--|
| Alice M. Barrows      | 27.0%                                  | 8.5%   |
| Birch Meadow          | 21.1%                                  | 7.1%   |
| J. Warren Killam      | 26.2%                                  | 13.6%  |
| Joshua Eaton          | 22.5%                                  | 10.5%  |
| Wood End              | 17.3%                                  | 11.6%  |
| <b>District Total</b> | <b>23.5%</b>                           | <b>10.3%</b>                                       |

# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2010 Census**

|                       | Under 1 year | 1 year     | 2 years    | 3 years    | 4 years    | 5 years    | 6 years    | 7 years    | 8 years    | 9 years    | 10 years   |
|-----------------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Alice M.              | 62           | 79         | 61         | 75         | 67         | 80         | 61         | 92         | 60         | 81         | 76         |
| Barrows               |              |            |            |            |            |            |            |            |            |            |            |
| Birch                 | 75           | 64         | 65         | 62         | 70         | 66         | 75         | 77         | 81         | 71         | 65         |
| Meadow                |              |            |            |            |            |            |            |            |            |            |            |
| J. Warren Killam      | 74           | 64         | 77         | 93         | 73         | 72         | 78         | 76         | 89         | 90         | 70         |
| Joshua Eaton          | 53           | 45         | 73         | 59         | 72         | 64         | 71         | 78         | 68         | 70         | 89         |
| Wood End              | 36           | 39         | 28         | 38         | 49         | 53         | 53         | 59         | 50         | 53         | 65         |
| <b>District Total</b> | <b>300</b>   | <b>291</b> | <b>304</b> | <b>327</b> | <b>331</b> | <b>335</b> | <b>337</b> | <b>382</b> | <b>349</b> | <b>365</b> | <b>365</b> |

# READING PUBLIC SCHOOLS POPULATION FORECAST

|                  | 2010          | 2015          | 2020          | 2025          | 2030          |
|------------------|---------------|---------------|---------------|---------------|---------------|
| 0-4              | 1,548         | 1,410         | 1,400         | 1,430         | 1,370         |
| 5-9              | 1,749         | 1,750         | 1,690         | 1,650         | 1,790         |
| 10-14            | 1,850         | 1,740         | 1,750         | 1,690         | 1,650         |
| 15-19            | 1,499         | 1,600         | 1,460         | 1,500         | 1,430         |
| 20-24            | 1,053         | 1,160         | 1,190         | 1,100         | 1,190         |
| 25-29            | 1,132         | 1,250         | 1,370         | 1,370         | 1,260         |
| 30-34            | 1,301         | 1,490         | 1,570         | 1,660         | 1,690         |
| 35-39            | 1,631         | 1,640         | 1,790         | 1,890         | 1,980         |
| 40-44            | 1,962         | 1,570         | 1,580         | 1,740         | 1,850         |
| 45-49            | 2,170         | 1,890         | 1,520         | 1,540         | 1,700         |
| 50-54            | 2,119         | 2,100         | 1,830         | 1,450         | 1,470         |
| 55-59            | 1,779         | 2,020         | 1,990         | 1,750         | 1,390         |
| 60-64            | 1,464         | 1,670         | 1,900         | 1,890         | 1,650         |
| 65-69            | 956           | 1,280         | 1,510         | 1,690         | 1,640         |
| 70-74            | 714           | 810           | 1,120         | 1,320         | 1,530         |
| 75-79            | 657           | 620           | 690           | 950           | 1,140         |
| 80-84            | 572           | 550           | 500           | 560           | 790           |
| 85+              | 591           | 680           | 700           | 710           | 700           |
| <b>Total</b>     | <b>24,747</b> | <b>25,230</b> | <b>25,560</b> | <b>25,890</b> | <b>26,220</b> |
| Median Age       | 41.6          | 41.8          | 41.8          | 41.9          | 42.0          |
| Births           | 980           | 1,020         | 1,070         | 1,070         | 1,070         |
| Deaths           | 1,040         | 1,100         | 1,170         | 1,170         | 1,270         |
| Natural Increase | -60           | -80           | -100          | -200          | -200          |
| Net Migration    | 490           | 490           | 460           | 500           | 500           |
| Change           | 430           | 410           | 360           | 300           | 300           |



# READING PUBLIC SCHOOLS TOTAL ENROLLMENT

|                    | 2018-19      | 2019-20      | 2020-21      | 2021-22      | 2022-23      | 2023-24      | 2024-25      | 2025-26      | 2026-27      | 2027-28      | 2028-29      | 2029-30      | 2030-31      | 2031-32      |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K                  | 325          | 318          | 238          | 290          | 300          | 301          | 303          | 304          | 311          | 314          | 317          | 321          | 323          | 319          |
| 1                  | 296          | 330          | 312          | 247          | 308          | 310          | 312          | 314          | 316          | 319          | 322          | 325          | 329          | 331          |
| 2                  | 277          | 297          | 316          | 317          | 252          | 307          | 309          | 311          | 316          | 317          | 320          | 323          | 327          | 331          |
| 3                  | 338          | 282          | 290          | 310          | 317          | 251          | 306          | 308          | 309          | 314          | 315          | 318          | 321          | 325          |
| 4                  | 324          | 331          | 270          | 289          | 306          | 307          | 244          | 297          | 302          | 304          | 308          | 309          | 313          | 316          |
| 5                  | 294          | 334          | 312          | 262          | 285          | 300          | 301          | 240          | 293          | 298          | 301          | 305          | 306          | 310          |
| <b>Total: K-5</b>  | <b>1854</b>  | <b>1892</b>  | <b>1738</b>  | <b>1715</b>  | <b>1768</b>  | <b>1776</b>  | <b>1775</b>  | <b>1774</b>  | <b>1847</b>  | <b>1866</b>  | <b>1883</b>  | <b>1901</b>  | <b>1919</b>  | <b>1932</b>  |
| 6                  | 291          | 292          | 319          | 297          | 261          | 283          | 298          | 299          | 238          | 291          | 297          | 299          | 303          | 304          |
| 7                  | 355          | 291          | 288          | 307          | 295          | 259          | 281          | 296          | 297          | 236          | 289          | 295          | 297          | 301          |
| 8                  | 344          | 341          | 287          | 285          | 304          | 292          | 256          | 278          | 293          | 294          | 234          | 286          | 292          | 294          |
| <b>Total: 6-8</b>  | <b>990</b>   | <b>924</b>   | <b>894</b>   | <b>889</b>   | <b>860</b>   | <b>834</b>   | <b>835</b>   | <b>873</b>   | <b>828</b>   | <b>821</b>   | <b>820</b>   | <b>880</b>   | <b>892</b>   | <b>899</b>   |
| 9                  | 293          | 301          | 299          | 255          | 261          | 278          | 267          | 234          | 254          | 268          | 269          | 214          | 262          | 267          |
| 10                 | 329          | 294          | 301          | 295          | 259          | 265          | 282          | 271          | 238          | 258          | 272          | 273          | 217          | 266          |
| 11                 | 307          | 331          | 292          | 296          | 294          | 258          | 264          | 281          | 270          | 237          | 257          | 271          | 272          | 216          |
| 12                 | 322          | 304          | 330          | 296          | 295          | 293          | 257          | 263          | 280          | 269          | 236          | 256          | 270          | 271          |
| <b>Total: 9-12</b> | <b>1251</b>  | <b>1230</b>  | <b>1222</b>  | <b>1142</b>  | <b>1109</b>  | <b>1094</b>  | <b>1070</b>  | <b>1049</b>  | <b>1042</b>  | <b>1032</b>  | <b>1034</b>  | <b>1014</b>  | <b>1021</b>  | <b>1020</b>  |
| <b>Total: K-12</b> | <b>4095</b>  | <b>4046</b>  | <b>3854</b>  | <b>3746</b>  | <b>3737</b>  | <b>3704</b>  | <b>3680</b>  | <b>3696</b>  | <b>3717</b>  | <b>3719</b>  | <b>3737</b>  | <b>3795</b>  | <b>3832</b>  | <b>3851</b>  |
| <b>Total: K-12</b> | <b>4095</b>  | <b>4046</b>  | <b>3854</b>  | <b>3746</b>  | <b>3737</b>  | <b>3704</b>  | <b>3680</b>  | <b>3696</b>  | <b>3717</b>  | <b>3719</b>  | <b>3737</b>  | <b>3795</b>  | <b>3832</b>  | <b>3851</b>  |
| <b>Change</b>      | <b>-49</b>   | <b>-49</b>   | <b>-192</b>  | <b>-108</b>  | <b>-9</b>    | <b>-33</b>   | <b>-24</b>   | <b>16</b>    | <b>21</b>    | <b>2</b>     | <b>18</b>    | <b>58</b>    | <b>37</b>    | <b>19</b>    |
| <b>%-Change</b>    | <b>-1.2%</b> | <b>-1.2%</b> | <b>-4.8%</b> | <b>-2.8%</b> | <b>-0.2%</b> | <b>-0.9%</b> | <b>-0.7%</b> | <b>0.43%</b> | <b>0.57%</b> | <b>0.05%</b> | <b>0.48%</b> | <b>1.55%</b> | <b>0.97%</b> | <b>0.50%</b> |
| <b>Total: K-5</b>  | <b>1854</b>  | <b>1892</b>  | <b>1738</b>  | <b>1715</b>  | <b>1768</b>  | <b>1776</b>  | <b>1775</b>  | <b>1774</b>  | <b>1847</b>  | <b>1866</b>  | <b>1883</b>  | <b>1901</b>  | <b>1919</b>  | <b>1932</b>  |
| <b>Change</b>      | <b>38</b>    | <b>38</b>    | <b>-154</b>  | <b>-23</b>   | <b>53</b>    | <b>8</b>     | <b>-1</b>    | <b>-1</b>    | <b>73</b>    | <b>19</b>    | <b>17</b>    | <b>18</b>    | <b>18</b>    | <b>13</b>    |
| <b>%-Change</b>    | <b>2.05%</b> | <b>2.05%</b> | <b>-8.1%</b> | <b>-1.3%</b> | <b>3.09%</b> | <b>0.45%</b> | <b>-0.1%</b> | <b>-0.1%</b> | <b>4.11%</b> | <b>1.03%</b> | <b>0.91%</b> | <b>0.96%</b> | <b>0.95%</b> | <b>0.68%</b> |
| <b>Total: 6-8</b>  | <b>990</b>   | <b>924</b>   | <b>894</b>   | <b>889</b>   | <b>860</b>   | <b>834</b>   | <b>835</b>   | <b>873</b>   | <b>828</b>   | <b>821</b>   | <b>820</b>   | <b>880</b>   | <b>892</b>   | <b>899</b>   |
| <b>Change</b>      | <b>-66</b>   | <b>-66</b>   | <b>-30</b>   | <b>-5</b>    | <b>-29</b>   | <b>-26</b>   | <b>1</b>     | <b>38</b>    | <b>-45</b>   | <b>-7</b>    | <b>-1</b>    | <b>60</b>    | <b>12</b>    | <b>7</b>     |
| <b>%-Change</b>    | <b>-6.7%</b> | <b>-6.7%</b> | <b>-3.3%</b> | <b>-0.6%</b> | <b>-3.3%</b> | <b>-3.0%</b> | <b>0.12%</b> | <b>4.55%</b> | <b>-5.2%</b> | <b>-0.9%</b> | <b>-0.1%</b> | <b>7.32%</b> | <b>1.36%</b> | <b>0.78%</b> |
| <b>Total: 9-12</b> | <b>1251</b>  | <b>1230</b>  | <b>1222</b>  | <b>1142</b>  | <b>1109</b>  | <b>1094</b>  | <b>1070</b>  | <b>1049</b>  | <b>1042</b>  | <b>1032</b>  | <b>1034</b>  | <b>1014</b>  | <b>1021</b>  | <b>1020</b>  |
| <b>Change</b>      | <b>-21</b>   | <b>-21</b>   | <b>-8</b>    | <b>-80</b>   | <b>-33</b>   | <b>-15</b>   | <b>-24</b>   | <b>-21</b>   | <b>-7</b>    | <b>-10</b>   | <b>2</b>     | <b>-20</b>   | <b>7</b>     | <b>-1</b>    |
| <b>%-Change</b>    | <b>-1.7%</b> | <b>-1.7%</b> | <b>-0.7%</b> | <b>-6.6%</b> | <b>-2.9%</b> | <b>-1.4%</b> | <b>-2.2%</b> | <b>-1.9%</b> | <b>-0.7%</b> | <b>-0.9%</b> | <b>0.19%</b> | <b>-1.9%</b> | <b>0.69%</b> | <b>-0.1%</b> |

# ALICE M. BARROWS ELEMENTARY TOTAL ENROLLMENT

|                   | 2018-<br>19 | 2019-<br>20 | 2020-<br>21 | 2021-<br>22 | 2022-<br>23 | 2023-<br>24 | 2024-<br>25 | 2025-<br>26 | 2026-<br>27 | 2027-<br>28 | 2028-<br>29 | 2029-<br>30 | 2030-<br>31 | 2031-<br>32 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K                 | 55          | 60          | 44          | 51          | 55          | 55          | 55          | 56          | 58          | 59          | 59          | 60          | 60          | 59          |
| 1                 | 67          | 63          | 55          | 57          | 58          | 58          | 59          | 59          | 60          | 60          | 61          | 61          | 62          | 62          |
| 2                 | 53          | 68          | 60          | 61          | 59          | 59          | 59          | 60          | 61          | 62          | 62          | 63          | 63          | 64          |
| 3                 | 80          | 55          | 66          | 61          | 62          | 60          | 60          | 60          | 61          | 62          | 63          | 63          | 64          | 64          |
| 4                 | 61          | 76          | 54          | 68          | 60          | 61          | 59          | 59          | 59          | 60          | 61          | 62          | 62          | 63          |
| 5                 | 58          | 63          | 75          | 54          | 69          | 61          | 62          | 60          | 60          | 60          | 61          | 62          | 63          | 63          |
| <b>Total: K-5</b> | <b>374</b>  | <b>385</b>  | <b>354</b>  | <b>352</b>  | <b>363</b>  | <b>354</b>  | <b>354</b>  | <b>354</b>  | <b>359</b>  | <b>363</b>  | <b>367</b>  | <b>371</b>  | <b>374</b>  | <b>375</b>  |
| <b>Total: K-5</b> | <b>374</b>  | <b>385</b>  | <b>354</b>  | <b>352</b>  | <b>363</b>  | <b>354</b>  | <b>354</b>  | <b>354</b>  | <b>359</b>  | <b>363</b>  | <b>367</b>  | <b>371</b>  | <b>374</b>  | <b>375</b>  |
| <b>Change</b>     |             | 11          | -31         | -2          | 11          | -9          | 0           | 0           | 5           | 4           | 4           | 4           | 3           | 1           |
| <b>%-Change</b>   |             | 2.9%        | -8.1%       | -0.6%       | 3.1%        | -2.5%       | 0.0%        | 0.0%        | 1.4%        | 1.1%        | 1.1%        | 1.1%        | 0.8%        | 0.3%        |

# BIRCH MEADOWS ELEMENTARY TOTAL ENROLLMENT

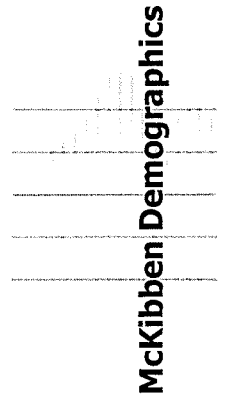
|                   | 2018-<br>19 | 2019-<br>20 | 2020-<br>21  | 2021-<br>22  | 2022-<br>23  | 2023-<br>24  | 2024-<br>25  | 2025-<br>26 | 2026-<br>27 | 2027-<br>28 | 2028-<br>29 | 2029-<br>30 | 2030-<br>31 | 2031-<br>32 |
|-------------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K                 | 62          | 64          | 40           | 49           | 52           | 52           | 53           | 53          | 55          | 56          | 57          | 58          | 58          | 57          |
| 1                 | 60          | 67          | 72           | 49           | 56           | 57           | 57           | 58          | 58          | 59          | 60          | 61          | 62          | 62          |
| 2                 | 64          | 58          | 61           | 70           | 48           | 54           | 55           | 55          | 57          | 57          | 58          | 59          | 60          | 61          |
| 3                 | 62          | 68          | 54           | 59           | 69           | 47           | 53           | 54          | 56          | 58          | 58          | 59          | 60          | 61          |
| 4                 | 63          | 62          | 61           | 53           | 57           | 66           | 45           | 51          | 53          | 55          | 57          | 57          | 58          | 59          |
| 5                 | 66          | 65          | 57           | 58           | 51           | 55           | 64           | 44          | 50          | 52          | 54          | 56          | 56          | 57          |
| <b>Total: K-5</b> | <b>377</b>  | <b>384</b>  | <b>345</b>   | <b>338</b>   | <b>333</b>   | <b>331</b>   | <b>327</b>   | <b>315</b>  | <b>329</b>  | <b>337</b>  | <b>344</b>  | <b>350</b>  | <b>354</b>  | <b>357</b>  |
| <b>Total: K-5</b> | <b>377</b>  | <b>384</b>  | <b>345</b>   | <b>338</b>   | <b>333</b>   | <b>331</b>   | <b>327</b>   | <b>315</b>  | <b>329</b>  | <b>337</b>  | <b>344</b>  | <b>350</b>  | <b>354</b>  | <b>357</b>  |
| <b>Change</b>     | <b>7</b>    | <b>-39</b>  | <b>-7</b>    | <b>-5</b>    | <b>-2</b>    | <b>-4</b>    | <b>-12</b>   | <b>14</b>   | <b>8</b>    | <b>7</b>    | <b>6</b>    | <b>4</b>    | <b>3</b>    | <b>3</b>    |
| <b>%-Change</b>   | <b>1.9%</b> | <b>-10%</b> | <b>-2.0%</b> | <b>-1.5%</b> | <b>-0.6%</b> | <b>-1.2%</b> | <b>-3.7%</b> | <b>4.4%</b> | <b>2.4%</b> | <b>2.1%</b> | <b>1.7%</b> | <b>1.1%</b> | <b>1.1%</b> | <b>0.8%</b> |

# JOSHUA EATON ELEMENTARY TOTAL ENROLLMENT

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| K                 | 76         | 69         | 79         | 70         | 72         | 73         | 74         | 74         | 75         | 76         | 77         | 77         | 78         | 76         |
| 1                 | 64         | 75         | 68         | 57         | 72         | 73         | 74         | 75         | 76         | 77         | 78         | 79         | 79         | 80         |
| 2                 | 43         | 66         | 75         | 66         | 59         | 73         | 74         | 75         | 74         | 74         | 75         | 76         | 77         | 77         |
| 3                 | 67         | 45         | 64         | 71         | 67         | 58         | 72         | 73         | 74         | 73         | 73         | 74         | 74         | 75         |
| 4                 | 77         | 66         | 45         | 67         | 72         | 66         | 57         | 71         | 72         | 73         | 72         | 72         | 73         | 73         |
| 5                 | 59         | 83         | 64         | 42         | 66         | 71         | 65         | 56         | 70         | 71         | 72         | 71         | 71         | 72         |
| <b>Total: K-5</b> | <b>386</b> | <b>404</b> | <b>395</b> | <b>373</b> | <b>408</b> | <b>414</b> | <b>416</b> | <b>424</b> | <b>441</b> | <b>444</b> | <b>447</b> | <b>449</b> | <b>452</b> | <b>453</b> |
| <b>Total: K-5</b> | <b>386</b> | <b>404</b> | <b>395</b> | <b>373</b> | <b>408</b> | <b>414</b> | <b>416</b> | <b>424</b> | <b>441</b> | <b>444</b> | <b>447</b> | <b>449</b> | <b>452</b> | <b>453</b> |
| <b>Change</b>     | 18         | -9         | -22        | 35         | 6          | 2          | 8          | 17         | 3          | 3          | 2          | 3          | 3          | 1          |
| <b>%-Change</b>   | 4.7%       | -2.2%      | -5.6%      | 9.4%       | 1.5%       | 0.5%       | 1.9%       | 4.0%       | 0.7%       | 0.7%       | 0.4%       | 0.7%       | 0.7%       | 0.2%       |

# J. WARREN KILLAM ELEMENTARY TOTAL ENROLLMENT

|                   | 2018-<br>19 | 2019-<br>20 | 2020-<br>21 | 2021-<br>22 | 2022-<br>23 | 2023-<br>24 | 2024-<br>25 | 2025-<br>26 | 2026-<br>27 | 2027-<br>28 | 2028-<br>29 | 2029-<br>30 | 2030-<br>31 | 2031-<br>32 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K                 | 79          | 83          | 50          | 78          | 81          | 80          | 80          | 79          | 79          | 78          | 78          | 79          | 80          | 81          |
| 1                 | 63          | 70          | 77          | 53          | 79          | 79          | 78          | 78          | 77          | 77          | 76          | 76          | 77          | 78          |
| 2                 | 67          | 63          | 68          | 74          | 54          | 77          | 77          | 76          | 79          | 78          | 78          | 77          | 78          | 79          |
| 3                 | 80          | 66          | 64          | 73          | 75          | 55          | 79          | 79          | 74          | 77          | 76          | 76          | 76          | 77          |
| 4                 | 57          | 77          | 66          | 62          | 72          | 72          | 53          | 76          | 77          | 73          | 75          | 74          | 75          | 75          |
| 5                 | 66          | 56          | 70          | 66          | 61          | 69          | 69          | 51          | 74          | 75          | 72          | 74          | 73          | 74          |
| <b>Total: K-5</b> | <b>412</b>  | <b>415</b>  | <b>395</b>  | <b>406</b>  | <b>422</b>  | <b>432</b>  | <b>436</b>  | <b>439</b>  | <b>460</b>  | <b>458</b>  | <b>455</b>  | <b>456</b>  | <b>459</b>  | <b>464</b>  |
| <b>Total: K-5</b> | <b>412</b>  | <b>415</b>  | <b>395</b>  | <b>406</b>  | <b>422</b>  | <b>432</b>  | <b>436</b>  | <b>439</b>  | <b>460</b>  | <b>458</b>  | <b>455</b>  | <b>456</b>  | <b>459</b>  | <b>464</b>  |
| <b>Change</b>     |             | 3           | -20         | 11          | 16          | 10          | 4           | 3           | 21          | -2          | -3          | 1           | 3           | 5           |
| <b>%-Change</b>   |             | 0.7%        | -4.8%       | 2.8%        | 3.9%        | 2.4%        | 0.9%        | 0.7%        | 4.8%        | -0.4%       | -0.7%       | 0.2%        | 0.7%        | 1.1%        |



# WOOD END ELEMENTARY TOTAL ENROLLMENT

|                   | 2018-19      | 2019-20     | 2020-21      | 2021-22      | 2022-23      | 2023-24     | 2024-25      | 2025-26     | 2026-27     | 2027-28     | 2028-29     | 2029-30     | 2030-31     | 2031-32     |
|-------------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K                 | 53           | 42          | 25           | 42           | 40           | 41          | 41           | 42          | 44          | 45          | 46          | 47          | 47          | 46          |
| 1                 | 42           | 55          | 40           | 31           | 43           | 43          | 44           | 44          | 45          | 46          | 47          | 48          | 49          | 49          |
| 2                 | 50           | 42          | 52           | 46           | 32           | 44          | 44           | 45          | 45          | 46          | 47          | 48          | 49          | 50          |
| 3                 | 49           | 48          | 42           | 46           | 44           | 31          | 42           | 42          | 44          | 44          | 45          | 46          | 47          | 48          |
| 4                 | 66           | 50          | 44           | 39           | 45           | 42          | 30           | 40          | 41          | 43          | 43          | 44          | 45          | 46          |
| 5                 | 45           | 67          | 46           | 42           | 38           | 44          | 41           | 29          | 39          | 40          | 42          | 42          | 43          | 44          |
| <b>Total: K-5</b> | <b>305</b>   | <b>304</b>  | <b>249</b>   | <b>246</b>   | <b>242</b>   | <b>245</b>  | <b>242</b>   | <b>242</b>  | <b>258</b>  | <b>264</b>  | <b>270</b>  | <b>275</b>  | <b>280</b>  | <b>283</b>  |
| <b>Total: K-5</b> | <b>305</b>   | <b>304</b>  | <b>249</b>   | <b>246</b>   | <b>242</b>   | <b>245</b>  | <b>242</b>   | <b>242</b>  | <b>258</b>  | <b>264</b>  | <b>270</b>  | <b>275</b>  | <b>280</b>  | <b>283</b>  |
| <b>Change</b>     | <b>-1</b>    | <b>-55</b>  | <b>-18%</b>  | <b>-3</b>    | <b>-4</b>    | <b>3</b>    | <b>-3</b>    | <b>0</b>    | <b>16</b>   | <b>6</b>    | <b>6</b>    | <b>5</b>    | <b>5</b>    | <b>3</b>    |
| <b>%-Change</b>   | <b>-0.3%</b> | <b>-18%</b> | <b>-1.2%</b> | <b>-1.2%</b> | <b>-1.6%</b> | <b>1.2%</b> | <b>-1.2%</b> | <b>0.0%</b> | <b>6.6%</b> | <b>2.3%</b> | <b>2.3%</b> | <b>1.9%</b> | <b>1.8%</b> | <b>1.1%</b> |

# COOLIDGE MIDDLE SCHOOL TOTAL ENROLLMENT

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 6                 | 128        | 135        | 143        | 133        | 126        | 114        | 126        | 132        | 93         | 118        | 122        | 124        | 127        | 128        |
| 7                 | 167        | 128        | 132        | 142        | 132        | 125        | 113        | 125        | 131        | 92         | 117        | 121        | 123        | 126        |
| 8                 | 148        | 161        | 124        | 130        | 140        | 130        | 123        | 111        | 123        | 129        | 91         | 115        | 119        | 121        |
| <b>Total: 6-8</b> | <b>443</b> | <b>424</b> | <b>399</b> | <b>405</b> | <b>398</b> | <b>369</b> | <b>362</b> | <b>368</b> | <b>347</b> | <b>339</b> | <b>330</b> | <b>360</b> | <b>369</b> | <b>375</b> |
| <b>Total: 6-8</b> | 443        | 424        | 399        | 405        | 398        | 369        | 362        | 368        | 347        | 339        | 330        | 360        | 369        | 375        |
| <b>Change</b>     |            | -19        | -25        | 6          | -7         | -29        | -7         | 6          | -21        | -8         | -9         | 30         | 9          | 6          |
| <b>%-Change</b>   |            | -4.3%      | -5.9%      | 1.5%       | -1.7%      | -7.3%      | -1.9%      | 1.7%       | -5.7%      | -2.3%      | -2.7%      | 9.1%       | 2.5%       | 1.6%       |

# PARKER MIDDLE SCHOOL TOTAL ENROLLMENT

|                   | 2018-19    | 2019-20    | 2020-21    | 2021-22    | 2022-23    | 2023-24    | 2024-25    | 2025-26    | 2026-27    | 2027-28    | 2028-29    | 2029-30    | 2030-31    | 2031-32    |
|-------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 6                 | 163        | 157        | 176        | 164        | 135        | 169        | 172        | 167        | 145        | 173        | 175        | 175        | 176        | 176        |
| 7                 | 188        | 163        | 156        | 165        | 163        | 134        | 168        | 171        | 166        | 144        | 172        | 174        | 174        | 175        |
| 8                 | 196        | 180        | 163        | 155        | 164        | 162        | 133        | 167        | 170        | 165        | 143        | 171        | 173        | 173        |
| <b>Total: 6-8</b> | <b>547</b> | <b>500</b> | <b>495</b> | <b>484</b> | <b>462</b> | <b>465</b> | <b>473</b> | <b>505</b> | <b>481</b> | <b>482</b> | <b>490</b> | <b>520</b> | <b>523</b> | <b>524</b> |
| <b>Total: 6-8</b> | 547        | 500        | 495        | 484        | 462        | 465        | 473        | 505        | 481        | 482        | 490        | 520        | 523        | 524        |
| <b>Change</b>     | -47        | -5         | -11        | -22        | -22        | 3          | 8          | 32         | -24        | 1          | 8          | 30         | 3          | 1          |
| <b>%-Change</b>   | -8.6%      | -1.0%      | -2.2%      | -4.5%      | -4.5%      | 0.6%       | 1.7%       | 6.8%       | -4.8%      | 0.2%       | 1.7%       | 6.1%       | 0.6%       | 0.2%       |



# READING HIGH SCHOOL TOTAL ENROLLMENT

|                    | 2018-19     | 2019-20     | 2020-21     | 2021-22     | 2022-23     | 2023-24     | 2024-25     | 2025-26     | 2026-27     | 2027-28     | 2028-29     | 2029-30     | 2030-31     | 2031-32     |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 9                  | 293         | 301         | 299         | 255         | 261         | 278         | 267         | 234         | 254         | 268         | 269         | 214         | 262         | 267         |
| 10                 | 329         | 294         | 301         | 295         | 259         | 265         | 282         | 271         | 238         | 258         | 272         | 273         | 217         | 266         |
| 11                 | 307         | 331         | 292         | 296         | 294         | 258         | 264         | 281         | 270         | 237         | 257         | 271         | 272         | 216         |
| 12                 | 322         | 304         | 330         | 296         | 295         | 293         | 257         | 263         | 280         | 269         | 236         | 256         | 270         | 271         |
| <b>Total: 9-12</b> | <b>1251</b> | <b>1230</b> | <b>1222</b> | <b>1142</b> | <b>1109</b> | <b>1094</b> | <b>1070</b> | <b>1049</b> | <b>1042</b> | <b>1032</b> | <b>1034</b> | <b>1014</b> | <b>1021</b> | <b>1020</b> |
| <b>Total: 9-12</b> | 1251        | 1230        | 1222        | 1142        | 1109        | 1094        | 1070        | 1049        | 1042        | 1032        | 1034        | 1014        | 1021        | 1020        |
| <b>Change</b>      | -21         | -8          | -8          | -80         | -33         | -15         | -24         | -21         | -7          | -10         | 2           | -20         | 7           | -1          |
| <b>%-Change</b>    | -1.7%       | -0.7%       | -0.7%       | -6.5%       | -2.9%       | -1.4%       | -2.2%       | -2.0%       | -0.7%       | -1.0%       | 0.2%        | -1.9%       | 0.7%        | -0.1%       |

# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 1: Forecasted Elementary Area Population Change, 2020 to 2030**

|                       | 2020          | 2025          | 2020-2025<br>Change | 2030          | 2025-2030<br>Change | 2020-2030<br>Change |
|-----------------------|---------------|---------------|---------------------|---------------|---------------------|---------------------|
| Alice M. Barrows      | 4,760         | 4,540         | -4.6%               | 4,430         | -2.4%               | -6.9%               |
| Birch Meadow          | 5,080         | 5,180         | 2.0%                | 5,270         | 1.7%                | 3.7%                |
| J. Warren Killam      | 6,280         | 6,360         | 1.3%                | 6,380         | 0.3%                | 1.6%                |
| Joshua Eaton          | 5,740         | 6,050         | 5.4%                | 6,300         | 4.1%                | 9.8%                |
| Wood End              | 3,700         | 3,760         | 1.6%                | 3,840         | 2.1%                | 3.8%                |
| <b>District Total</b> | <b>25,560</b> | <b>25,890</b> | <b>1.3%</b>         | <b>26,220</b> | <b>1.3%</b>         | <b>2.6%</b>         |

# READING PUBLIC SCHOOLS SUPPLEMENTAL TABLES

**Table 5: Elementary Enrollment (K-4), 2021, 2026, 2031, 2026-2031 Change**

|                       | 2021         | 2026         | 2021-2026<br>Change | 2031         | 2026-2031<br>Change | 2021-2031<br>Change |
|-----------------------|--------------|--------------|---------------------|--------------|---------------------|---------------------|
| Alice M. Barrows      | 352          | 359          | 2.0%                | 375          | 4.5%                | 6.5%                |
| Birch Meadow          | 338          | 329          | -2.7%               | 357          | 8.5%                | 5.6%                |
| J. Warren Killam      | 406          | 460          | 13.3%               | 464          | 0.9%                | 14.3%               |
| Joshua Eaton          | 373          | 441          | 18.2%               | 453          | 2.7%                | 21.4%               |
| Wood End              | 246          | 258          | 4.9%                | 283          | 9.7%                | 15.0%               |
| <b>District Total</b> | <b>1,715</b> | <b>1,847</b> | <b>7.7%</b>         | <b>1,932</b> | <b>4.6%</b>         | <b>12.7%</b>        |

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

STEM Curriculum Coordinator, Heather Leonard, will be sharing information about the award of a competitive DESE fiscal program, Accelerating Mathematics Instruction for Students 2022-2023. The award of \$119,748.00 will fund year 1 of implementation of the Illustrative Math curriculum for grades K-2 including print materials, digital licenses, and professional development. Additionally, it will fund some year 2 implementation efforts for grades 3-6 including some print resources and professional learning opportunities.

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At the June 9, 2022 School Committee meeting, we will present an update from the Learning and Teaching Office. This update will include a preview of the work and tasks planned for the upcoming school year to enhance and improve learning and teaching for our students. The update will also include information about curriculum and instruction, assessment, curriculum review, and professional development that occurred during the 2021-22 school year.



Administrative Offices  
82 Oakland Road  
Reading, MA 01867  
781 944-5800

## READING SCHOOL COMMITTEE

Thomas Wise Chair  
Shawn Brandt Vice-Chair

Erin Gaffen  
Sarah McLaughlin  
Carla Nazzaro  
Charles Robinson

Thomas Milaschewski, Ed.D.  
Superintendent of Schools

TO: Reading School Committee  
FROM: Thomas Wise, Reading School Committee Chair  
DATE: June 7, 2022  
TOPIC: Killam: School Building Committee Appointment Committee Background and Discussion

At our meeting on the 9<sup>th</sup> of June, we will discuss the process of appointing the Killam School Building Committee for the Killam project. We have a few regulations, bylaws, and time driven deliverables to work between as we determine the who, when and how the committee will be formed. The purpose of this memo is to provide the preliminary background so that we can engage in a fruitful discussion and end up on some recommendations. At the current time, the appointment committee of the Killam School Building Committee is scheduled to meet on Monday, the 13<sup>th</sup> at 5:30 p.m. and I wanted to discuss this with the entire School Committee prior to that meeting.

### [MGL Chapter 71, Section 68](#)

The first factor to consider, and the highest in legal authority, is Mass General Law. MGL Chapter 71, Section 68 outlines the requirements for School Committees to maintain school buildings and provide transportation to those school buildings at various distances and age groups. Additionally, it includes this final clause:

*Whenever a town shall undertake to provide a schoolhouse, **the town shall appoint at least one member of the school committee, or its designee, to serve on the agency, board or committee to which the planning and construction or other acquisition of such schoolhouse is delegated.***

Thus, at a minimum, we will need to appoint one member of the School Committee to the Killam School Building Committee. We may choose to advocate for another member or two, but we will explore that throughout this memo.

### [963 CMR 2.00](#)

The next authority to consider is 963 CMR 2.00 – Massachusetts School Building Authority – School Building Grant Program. Since we have applied and been accepted into the MSBA Grant Program, we are bound by their regulations. Within the regulation, Section 2.10.3 outlines the Killam School Building Committee composition requirements, approval process and change notification process. The sub sections of that regulation are as follows (bolding by me and not in the regulation itself):

*(a) The Eligible Applicant shall formulate a school building committee for the purpose of generally monitoring the Application process and to advise the Eligible Applicant during the construction of an Approved Project.*

*(b) [T]he school building committee shall be **formed in accordance with the provisions of the Eligible Applicant's local charter and/or by-laws** and it is recommended that the city, town, regional school*

*district, or independent agricultural and technical school **make a reasonable effort to include one or more of the following individuals:** the local chief executive officer of the Eligible Applicant, or, in the case of a town whose local chief executive officer is a multi-party body, said body may elect one of its members to serve on the school building committee; the town administrator, town manager, or city manager, where applicable; **at least one member of the school committee**, as required by M.G.L. c. 71, § 68; **the superintendent of schools; the local official responsible for building maintenance; a representative of the office or body authorized by law to construct school buildings** in that city, town or regional school district, or for that independent agricultural and technical school; **the school principal** from the subject school; **a member who has knowledge of the educational mission and function of the facility;** **a local budget official or member of the local finance committee;** **members of the community with architecture, engineering and/or construction experience** to provide advice relative to the effect of the Proposed Project on the community and to examine building design and construction in terms of its constructability*

€ The Authority may hold “best practices” information sessions at varying geographic locations in the Commonwealth for the purposes of keeping school building committees up to date on regulatory and policy activities of the Authority.

(d) The Eligible Applicant shall submit to the Authority for its approval, a written statement describing the composition of the school building committee and the role of the school building committee in monitoring the Application process and advising the Eligible Applicant during the construction of the Approved Project. The written statement shall be in a format prescribed by the Authority.

€ **The Authority shall approve the composition and role of the school building committee which approval shall not be unreasonably withheld.** The Authority’s approval will be based on several factors, including, but not limited to:

1. *past performance of the school building committee, the building committee, whether temporary or permanent, or any other committee responsible for the oversight, management, or administration of the construction of public buildings, the composition of the school building committee and qualifications of its individual members, the powers and duties of the school building committee; and the school building committee’s procedures for conducting its meetings; and*
2. *the extent to which there is representation of the municipal government, school district personnel with management, educational and maintenance expertise, and representation of members of the local community with design and construction experience.*

**After the approval of the school building committee by the Authority, if any, the Eligible Applicant shall notify the Authority in writing within 20 calendar days of any changes to the membership or the duties of said committee. The Eligible Applicant shall make a reasonable effort to ensure the continuity of membership of the school building committee throughout the life of an Approved Project.**

One key thing the regulation does not cover is voting rights. However, the documentation provided by the MSBA allows for the Committee to be formed with both voting and non-voting members. This will be critical as we work to comply with the Reading ByLaws as well.

### [Reading General ByLaw](#)

Within the Reading General ByLaw, the Permanent Building Committee is outlined and defined in Section 3.3.6. In addition to defining the members of the Permanent Building Committee, this section of the General ByLaw also outlines the process of establishing building committees. The key sections are as follows:

*... Permanent and Temporary Members of the Permanent Building Committee shall be appointed by an **Appointment Committee consisting of the Chair of the Select Board, the Chair of the School Committee and the Town Moderator.** ...*

*The Permanent Building Committee shall adopt a formal building project application process to be followed in order for any proposed project to be considered for evaluation and possible administration. The Permanent Building Committee **shall evaluate only Project Applications forwarded by the School Committee, the Select Board or the Library Trustees (the "Sponsoring Agency").** All Sponsoring Agencies shall be notified of this application process and any revisions to it in a timely manner after their adoption.*

***The Permanent Building Committee shall review and administer major Town building design studies and construction projects having expected aggregate costs of \$1,500,000 or more, but may decline administration of Projects with little or no actual construction. The Permanent Building Committee's jurisdiction shall not extend to projects of the Reading Municipal Light Department. The Permanent Building Committee shall present their project evaluations to Town Meeting at the request of the Sponsoring Agency for consideration and approval.***

***Once Town Meeting has authorized funds for a Project, the Appointment Committee shall add Temporary Members to the Permanent Building Committee for such Project.** Temporary Members shall have the same participation and voting rights as Permanent Members on matters affecting the particular Project for which they were appointed. **Temporary Members shall be registered voters of the Town, nominated by the Sponsoring Agency, and shall serve only for the time during which the Permanent Building Committee is exercising its functions with respect to such Project. In the event that a particular project is subject to participant requirements of a state funding authority, the Appointment Committee may appoint additional Temporary members to the Permanent Building Committee for that project; provided, however, that, in no event, shall the aggregate number of Permanent and Temporary Members for a particular project exceed nine (9).** Quorum requirements for the Permanent Building Committee shall be the majority of the Permanent and Temporary Members for a particular project.*

In the case of Killam, the School Committee is the Sponsoring Agency. We, through work with Joe Huggins, Kevin Cabuzzi, Town Manager Fidel Maltez, Superintendent Thomas Milaschewski, and I have submitted our application to the Permanent Building Committee. Our next obligation is to submit nominations for Temporary Members to the Appointment Committee for the formation of the Killam School Building Committee.

If we look through the requirements of the MSBA in concert with the requirements of the Town of Reading ByLaws, I suggest we can only nominate four voting members. However, since many of the people that will fill the roles the MSBA has required, do not live in Reading, that should not be a problem. We can then nominate additional non-voting members as consultants, like how we built the RMHS Track Naming Committee with Kevin Tracey as a consultant.

#### **Timing of Killam School Building Committee Creation**

The Town of Reading Bylaw says the Appointment Committee shall add Temporary Members to the Permanent Building Committee once Town Meeting has authorized funds for a Project. However, in their timeline for this phase of the Project, the MSBA requires documentation about the membership of the Killam School Building Committee by July 31, 2022.

In working through this with Town Counsel and current Permanent Building Member Gregory Stepler, Town Manager Fidel Maltez provided the following background:

*I spoke about it to Town Counsel today and we agreed that it was grey area. In all reality, the school building committee has nothing to do until Town Meeting votes the \$2.2 Million funds for the*



*feasibility/schematic design. At that point, Town Meeting will have clearly voted for the project. It is a little awkward, because the deadline of creating the school building committee is before November Town Meeting. I could ask the MSBA if we could formally appoint the School Building Committee after the November vote, but that wasn't the recommendation from Town Counsel. We agreed today that it was a technicality and not really a violation. If Town Meeting doesn't approve the \$2.2 Million, the School building committee would dissolve.*

*I spoke to Greg Stepler, who is in Town Meeting and the Permanent Building Committee. He was involved in making the bylaw. He said the intent of that language was to prevent "unrealistic" projects from coming to the Permanent Building Committee. In other words, if someone wanted to build something but didn't have approved funds or Town Meeting support, the Permanent Building could use this language to not take on the project. We all agree that the Killam School is not like this.*

Additionally, in further discussions, it was agreed that the Gienapp demographic study and analysis, which was authorized by Town Meeting, satisfies the intent of the ByLaw. While that authorization wasn't for more than \$1,500,000, we know the full cost will be so and the MSBA approval of our participation in the process further validates this as a real project rather than speculative or unrealistic.

Therefore, the recommendation is to form the Killam School Building Committee now, at least prior to the July 31<sup>st</sup>, 2022, deadline and empower them after Town Meeting has appropriated the funds for the Feasibility Study, presuming they do. As outlined above, if Town Meeting does not appropriate the funds, the Killam School Building Committee simply dissolves.

**Role of Killam School Building Committee vs. School Committee**

The role of the Killam School Building Committee will be in alignment with that of the Permanent Building Committee. Specifically, it will be to "review and administer major Town building design studies and construction projects having expected aggregate costs of \$1,500,000 or more." They are not the marketing or advocacy arm of this project. That role will still sit with the School Committee as we move forward with Town Meeting and, hopefully, the eventual town wide vote.

Further, since this is the first time this portion of the General ByLaw is being executed, it will be important that we stay tightly aligned with the Killam School Building Committee, so we make sure nothing falls through the cracks. It will also be important that our feedback, the feedback of the administration, and that of the greater community is incorporated into the design appropriately.

**Summary Recommendation for Discussion**

Given all of the above, the following are the roles, people, and recommendations of voting or non-voting that I would like us to discuss and ultimately nominate to the Appointment Committee of the Permanent Building Committee:

| <b>Role</b>  | <b>Person</b>                  | <b>Voting/Non-Voting</b> | <b>Resident</b> |
|--|--------------------------------|--------------------------|-----------------|
| <b>Chief Executive Officer / Select Board Member</b>       | Member Elected by Select Board | Voting                   | Yes             |
| <b>Town Manager</b>  | Fidel Maltez                   | Non-Voting               | No              |
| <b>School Committee Member (min of 1)</b>                  | To be Discussed                | Voting                   | Yes             |
| <b>Superintendent</b>                                      | Thomas Milaschewski            | Non-Voting               | No              |
| <b>Local Official Responsible for Building Maintenance</b> | Joe Huggins                    | Non-Voting               | No              |

|   |                                  |            |     |
|---|----------------------------------|------------|-----|
| <b>Representative of the Office or Body authorized by law to construct School Buildings</b> | TBD                              | TBD        | TBD |
| <b>School Principal</b>   | Sarah Leveque                    | Non-Voting | No  |
| <b>A member with knowledge of the Educational Mission and Function of Killam</b>            | A member of Killam Staff         | TBD        | TBD |
| <b>Local Budget Official or Finance Committee Member</b>                                    | Endri Kume, Town Treasurer       | Voting     | Yes |
| <b>Members of the Community with Architecture, Engineering or Construction Experience</b>   | The Permanent Building Committee | Voting     | Yes |

As we review the above, we really have open spot for a voting member that may be filled by people in the categories marked with a TBD in the Voting/Non-Voting and Resident columns. That is because we will have one Select Board member, at least one School Committee member, and the Town Treasurer all as Voting Residents of the Town. The suggestion of the appointment of Endri Kume to the Local Budget Official role was provided by the Town Manager, Fidel Maltez, as Endri oversees all borrowing and monitoring of debt and cash for the Town and reports to Sharon Angstrom while also being a Town Resident.

I have asked for Legal Counsel to provide feedback on the “Representative of the Office or Body authorize by law to construct School Buildings” membership on the Committee. Initial feedback is that the Body in question is the School Committee. So, this could be the second School Committee seat, or if the Killam staff member is a resident, that would provide the fourth member of the Killam School Building Committee.

Additionally, we do not have to fill every role as they are recommended roles only. There is nothing that prevents us from having more than one person per category, but we also do not want the committee to get too large. Alternatively, we can choose to have one member fill more than one spot. Finally, as outlined in the General Bylaw, quorum would be defined only by the voting members of the Committee; the Permanent Building Committee members plus the four Temporary Members nominated by the School Committee and appointed by the Appointing Committee.

Please be prepared to discuss this, including asking any questions you may have, during our meeting on Thursday.

# End-of-Cycle Summative Evaluation Report: Superintendent



|                        |                          |                  |             |
|------------------------|--------------------------|------------------|-------------|
| <b>Superintendent:</b> | Dr. Thomas Milaschewski  |                  | 06-08-2022  |
| <b>Evaluator:</b>      | Reading School Committee |                  | 06-08-2022  |
|                        | <b>Name</b>              | <b>Signature</b> | <b>Date</b> |

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

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

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**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.

**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.

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

# End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Overall, the Committee as a whole gives Dr. Milaschewski very high marks for his first year on the job. Some comments include:

- Dr. Milaschewski has had an outstanding first year in the role. While the typical advice is not to try to make too much change in the early days in a leadership role, the culture established by Dr. Milaschewski and the team, and the focus on doing nearly everything in an open, collaborative way, has granted him license to begin to make meaningful, positive change for our district.
- He is an exemplary leader, collaborator, and communicator. He helped form a solid team at central office, gave voice to district leaders, and continually displays support for educators. He is eager for and open to feedback and shows a willingness to adapt and change based on that feedback. He takes the time to highlight the positives and communicates effectively, even about more challenging subjects.
- Dr. M's commitment to the core values of collaboration, equity, and excellence - as expressed in his Superintendent Entry Plan - can be clearly seen throughout his leadership of RPS.
- Dr. M brings a high-level of knowledge and expertise to his role, when paired with his core strengths of data-informed decision making and communication it results in amazing things. I'm excited to see our district transform under Dr. M's leadership over the coming years.
- Dr. Milaschewski is the "right leader at the right time" for Reading. He is a thoughtful leader who collaborates with all stakeholders, gathers and synthesizes data and then implements processes that will improve outcomes. He has put together an executive staff who is fiercely loyal to him and dedicated to excellence. He builds trust with staff, students and parents and welcomes and appreciates differing points of view. He has made many positive changes and has created a feeling of hopeful anticipation
- Dr. Milaschewski is a gift to our town and the improvements he makes in our district will be a part of his professional story.
- Dr. Milaschewski's ability to listen and act has been very commendable and exciting for our district. He knows how to address the low hanging fruit as well as tackle the difficult and complex issues. His collaboration with all the stakeholders in town has been handled like a seasoned veteran from the Budget, to Killam, to Town Meeting, to ARPA requests etc..... In none of these examples has he "talked at" anyone rather he has thoughtfully explained his reasoning and decision-making process.
- He has started his career here in Reading in a very strong way. His collaborative nature brings people in. His willingness to roll up his sleeves and dive into a classroom with Students and Teacher is appreciated by so many staff members. He has quite literally brought a breath of fresh air.
- Milaschewski sets the bar very high for himself and I appreciate that. He walks it and talks it. He analyzes the data, collaboratively works on solutions, and builds up the capacity of his team. He is the leader Reading Public Schools needs now and I appreciate being able to work with him.

# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                                 | Exceeded                            |
|------------------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U   | NI                       | P                                   | E                        |
|---|---|--------------------------|-------------------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)  | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                                     |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.   | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>The committee noted quite a few impressive areas of strength in this category, including: <ul style="list-style-type: none"> <li>- We have dramatically accelerated the progress in this area, and have built an excellent foundation to measure the impact of the many instructional and programmatic changes already under way and in the works.</li> <li>- His report of entry findings was exceedingly thorough and reflected a clear understanding of the strengths and areas for improvement within our schools. It is clear that he recognizes the importance and value of data-informed decision making.</li> <li>- We have significant data deserts within RPS. Where we are lacking data, Dr. M and his team created a path forward, a clear plan for filling in these holes, and established a process for systematically and frequently reviewing district-level data.</li> </ul> |   |                          |                                     |                          |

- Thoughtful recommendation to School Committee to elect moving forward with School Choice based on a thorough analysis of available student seats, impact on school revenue and budgets.
- Our struggles with reading and literacy have been problematic for too long - having MCAS data was helpful when justifying the need for a change in literacy curriculum. The numbers tell a story and help us make informed decisions. In a truly brief time, the Superintendent was able to identify district issues with literacy, formulate a solution and secure funding for an elementary school literacy curriculum. We had multiple teachers/principals/reading specialists and other staff present this new curriculum at a School Committee meeting with enormous smiles on their faces and had parents with tears of joy once funding was secured...this process succeeded because of collaborative and decisive leadership.
- I certainly feel it evident in Dr. Milaschewski's leadership style in that he pulls data from many sources and individuals before he makes or recommends decisions. He does not do things alone and he has the self-confidence and intelligence to rely on all stakeholders before leading a recommendation or decision. Recent examples were the ARC Core Curriculum and School choice decisions. Both required a lot of complex data review and collective work by many, and I feel Dr. Milaschewski handled each process masterfully.
- With respect to Data Informed Decision Making, I give Dr. Milaschewski high grades overall. An example of what has happened as a result of his, and that of his team's analysis include: Implementation of the February and April vacation academies with targeted students based on their MCAS and District Measures.

Many members of the Committee noted they are looking forward to the improvements already planned as well. Some key comments here include:

- While it's too early to evaluate how well the team will assess and respond to data, the investments being made are the proper first step and I was encouraged by the administration's creativity in funding additional time for the data specialist position.
- It is also evident that RPS needs even more and even better methods of collecting data. Next year will see additional changes, including increasing the data specialist hours, the adoption of i-Ready for math and ELA assessments, the implementation of the new ARC Core literacy curriculum in grades 3-5, the continued implementation of the new Illustrative Math in grades K-2, and the creation of the Academic Support Center at RMHS. I am eager to see the data from these, as well as further exploration of our middle and high school schedules, how to continue to increase time on learning, and how to increase rigor within our schools while still balancing the needs of all learners.
- I am looking forward to the launching of i-Ready Common assessment at the middle school level for both Math and ELA. It will identify how students are progressing towards grade-level standards and will identify areas where targeted interventions and supports are needed. This is an area where the district is lacking so seeing it addressed so promptly is encouraging.
- I am looking forward to the data of increased outcomes at the high school when tiered supports are put in place.
- To move this to exemplary, we need to implement more regular data capture, data teams and adjusted instruction aligned with the data. This is happening in some pockets, but it needs to be systemized across the district and appropriate professional development for the Principals and Teachers needs to be put in place. I expect this will be an addition to our existing Student Support Teams once the infrastructure is in place.

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                                   | E                        |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |   |   |   |
|--|---|---|---|---|
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | ☒ | □ |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | □ | □ | □ | □ |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | □ | □ |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | □ |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | □ | □ | ☒ | □ |

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

Overall, this is another category that Dr. Milaschewski did well overall.

Strengths noted:

- II-A:
  - o It is worthy of recognition that in this year of tremendous leadership change for RPS, and continued upheaval due to the ongoing pandemic, Dr. Milaschewski established a strong, cohesive central office team. Collaboration is a definite strength of his. An obvious example is the ever-evolving covid-repose systems and protocols that were needed to navigate this school year. Dr. Milaschewski relied on his team and collaboration with his district and community leaders to make the best decisions that he could for the district. I believe the administration's response to covid kept more students in school while still addressing the health needs of students and staff. He also was able to show his ability to adapt and remain flexible based on changes in data.
  - o Overall, Dr. M and the district leadership team have displayed an ability to be nimble and flexible in the approach to the shifting needs of RPS during the pandemic. Dr. M has been creative and responsive with resourcing, particularly regarding the needs to support undue burden on school nurses and implemented the use of a float nurse to support the district nursing team. Test and stay was stood up quickly early in the school year allowing a safe return back to school buildings in the Fall.
  - o Fostering an environment that is safe and inclusive for all - executive functioning supports, expanded team chair role and instituted program reviews, solicited feedback and input from diverse group of key stakeholders to inform the priorities in the FY23 budget process such as the increased school counselor roles, academic support center at RMHS is prioritized.
  - o The enhancements made to our METCO program have been remarkable. The introduction of late busses allows for students to be engaged in our community outside of the school day in extracurricular activities. Re-vamping of bus routes/pickups has been modified to decrease students travel time. The increase of student enrollment for next year and the introduction of METCO Director/Adjustment Counselor roles at each elementary school will provide social-emotional support for all students and a staff METCO presence in each building. These changes are exciting, innovative, and just the beginning.



- With the COVID-19 response he worked very well with the Director of Nurses and Town staff to make the best and safest decisions for students. I also felt as if Dr. Milaschewski's approach to the COVID-19 response brought a new calmness and confidence in what the District was doing.
- Dr. Milaschewski was great at working with the Director of Nurses throughout the year. He advocated on behalf of her to add nursing staff early in the year and again for next year. He also worked quite effectively with her and the Public Health Director of the Town of Reading with respect to the mask removal at the end of February. The collaborative, consensus building approach he took there was yet another example of his style.
- Dr. Milaschewski observed and listened to his staff as he and his team were building the budget for FY23. That is most evident in the huge investment in Social Emotional needs of our students. We see that with the Adjustment Counselors at the Elementary and High School Level as well as the expansion of the Stepping Stones program at the High School. If students aren't emotionally ready to learn, they won't so this foundational investment is great to see.
- The culture has done a complete 180. The casual conversations with staff as well as evidence provided by Dr. Milaschewski demonstrates his style of collaboration, his inclusiveness of teacher voice, his focus on principals as educational leaders and his constant presence in schools has been extraordinarily well received.

- II-B:

- One of the most important and lasting advances of this year will be the professionalization of our HR practices and approaches. The quality of recruitment materials, the consideration given to role descriptions and the creative approaches to identifying potential candidates conducted in concert with Michelle Roach have been huge steps forward and are critical in a difficult hiring environment.
- The establishment of the principal PD structures will also be a significant boon for the district in coming years. As one of our departing principals likes to remind us, we have often failed to give them the support they need to be instructional leaders, and this PD approach (in concert with coming discussions about resources) should pay great dividends as we gain more experience and start to deliver really differentiated PD.
- There have been many positive changes under Dr. Milaschewski and Ms. Roach to recruiting and hiring practices including how job openings are worded, where jobs are posted, pay-scale, onboarding after new employees are hired, and support for new hires. They creatively expanded our pool of substitutes during a time when most districts struggled significantly to fill this position.
- Dr. M instituted a collaborative and communicative search process for significant District roles including the Wood End and Parker principal searches.
- Dr. M designed a thoughtful, evidence-based approach to a district strategy for coaching, supporting, and developing principal talent. Implementation of the structures put into place is underway with the intent to carry practices forward next year in FY23. The emphasis placed on embedded professional development to support continued learning is a significant and positive shift for RPS. Examples of the high priority placed on professional development include: PD embedded into the structure put in place to support principals; highlighted as a critical element in rolling out the new literacy curriculum for K-5 in supporting our teachers growth; DLT classroom visits have also demonstrated commitment to embedded PD to support instructional growth.
- His focus on meaningful and targeted professional development of teachers and cultivation/coaching of principals is refreshing to see. Coaching of principals was one aspect of Dr. Milaschewski's interview process that intrigued me and made him stand out from the other candidates. I love the quote, "Cultivate and enhance instructional leadership skills in principals and watch student learning skyrocket." Dr. Milaschewski wants to focus principals on curriculum and instructional development rather than on building and operations management. Investing in staff development will enhance student learning and increase student achievement.
- The budget increase was modest, but I was impressed with – to use the cliché – bang for the buck. There were a lot of asks and they will all make the district better for students without huge spending increases. I am particularly excited about the use of Fellows and I look forward to hearing an update on it next year.
- Dr. Milaschewski has expertly managed a highly effective HR Director through an ongoing process of significantly upgrading how we approach hiring, union matters and culture. As I often say – our assets walk out the door every night. Dr. Milaschewski gets this, and he understands that this has a direct impact on students and teaching and learning.

- On the Human Resources Management and Development front, Dr. Milaschewski and his team are off to a great start. Many, small, but noticeable changes have been implemented by Director of Human Resources Michelle Roach. Dr. Milaschewski has trusted her to make these change and they have benefited the District, even during a time when finding staff and filling vacancies is a far reaching problem.

Noted areas for improvement and/or observations of what is to come in the future:

- Where I feel there's some opportunity for improvement is in the consistent execution of those identified plans and procedures across the district. Particularly with respect to covid response, we've seen inconsistent application of expectations around informing parents of positive cases, implementing targeted masking policies, return-to-school procedures, etc. Importantly, the SC opted not to implement any further expectations around masking based on the administration's assurances that masking would be used on a targeted basis. This did not come to fruition, and any active decision to go away from this commitment was not communicated to the committee, or more importantly, parents who rely on proper information from the district to make the best decisions for their families.
- I would have liked to have seen more follow-through on implementing mitigation strategies as case numbers have increased again this spring, explicit and more frequent communication to families, as well as indoor masking requirements for classroom bubbles.
- Something that I feel is long overdue is assistant principals at the elementary level and I look forward to hearing Dr. Milaschewski's approach and recommendations on this.
- Additionally, Dr. Milaschewski has commenced the process of coaching the Principals into educational leaders rather than merely operational managers. This is a critical lever to pull over the next few years as we drive for improvement across the district. I would like to see programs to develop more inhouse talent as we have a few interested parties in moving up into administration. Thus, it would be great to see Dr. Milaschewski and Michelle Roach work on such a program to grow our internal bench

## Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                                   |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

In this category, the Committee rated Dr. Milaschewski as Exemplary. Some quotes include:

- This area has been a home run for Dr. Milaschewski in year one. Multimodal district newsletters, multi-lingual content and frequent availability for stakeholders to meet personally all reflect a real commitment to strong communication.
- In addition to committee meetings, our 1:1s, school visits and small group sessions have been very effective ways to share important updates as well as collect committee feedback.
- Communication is an area where Dr. Milaschewski truly shines. From the onset, and in fact before he officially started, he strove to meet with as many stakeholders as possible, and that has continued throughout the year. He wisely spent time listening and quickly learned a great deal about the district and the people of the district. His tone, manner, and responsiveness help people to feel validated and heard.
- Over the course of his first year he has visited a majority of classrooms, and after each visit he sent a personal note with detailed feedback for the educator.
- Dr. M is a strong communicator and excels at making people feel valued and heard. When communicating with various stakeholders he is actively engaged, empathetic, open-minded, and respectful.
- Dr. M has had the opportunity to make many presentations to town boards and committees on various high priority RPS matters, including state of the schools and FY23 budget requests at Fin Comm and Town Meeting; as well as discussion and advocacy for RPS funding at Reading ARPA Advisory Committee and Select Board. In each of these presentations he has consistently displayed clear, concise communication and data-informed decision making as well as being open and responsive to questions and feedback from stakeholders.
- As is evident in observing how he managed his entry plan and roll out — he is clearly effective with two-way communication. He reached out to all stakeholders in our community to gather information and history. He effectively processed that information and has developed a plan to propel the district forward. It is by listening to stakeholders and truly hearing what they are saying that helps him be an effective leader.
- I don't recall ever giving an "E" rating for any category and my first thought was to rate this as Proficient as my comparison was to past practices but after much reflection past practices should not be an indicator in my mind as communication has been exemplary and it should be attributable to the current superintendent's performance on its own and not comparable to what I am used to.
- His style is gracious and well received by virtually every staff member I have had the pleasure of seeing in action or talking with. He also has the innate ability to get down to the level of each student, whether at the high school or all the way down to RISE. I will never forget seeing his interaction with a REACH program student and they way he was able to engage in thoughtful yet challenging and affirming communication with that student. In doing so, he sets a high bar and demonstrates the way in which he wants the staff of the district to interact with ALL our students.

## Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|   | U                        | NI                       | P                        | E                                   |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>IV-B. Cultural Proficiency:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | □ |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | □ | □ |
| <b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | □ |
| <b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | ☒ | □ |
| <b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | □ | □ |
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.  | □ | □ | □ | ☒ |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>Yet another category in which the Committee rated Dr. Milaschewski very highly. Some key comments from the individual reviews are: <ul style="list-style-type: none"> <li>- IV-A <ul style="list-style-type: none"> <li>o Another standout indicator for Dr. Milaschewski – he has demonstrated and modeled an understanding of the need for our district to raise its expectations for all stakeholders in order to achieve our shared vision and the degree of success Reading expects.</li> <li>o Dr. Milaschewski recognizes that the district can strive for equity and excellence, and that we do not need to sacrifice one for the other. He sets a high bar for student engagement and high expectations for all learners.</li> <li>o Some examples of steps that Dr. Milaschewski has taken thus far are increasing time on learning through vacation academies, the upcoming summer adventure offerings, offering new pathways at the high school through the dual enrollment program, and pursuing a new literacy curriculum for our elementary learners.</li> <li>o In his relatively brief tenure in RPS to date, Dr. M has displayed a firm commitment to high-standards for all learners. He worked with the district leadership team to expand time on learning including: implementing February and April vacation academies; expanded student summer support to a wider group of learners as well as including a full day option through a partnership with the YMCA; and expanded tutoring opportunities at each school building. Improvement and expansion of the METCO program has also been an area of significant focus.</li> <li>o The February and April vacation academies were a creative and cost-effective way to address learning deficiencies that were exacerbated by the pandemic. The data will determine the effectiveness. This is a great example of the districts commitment to equity and achieving excellence for all.</li> <li>o Dr. Milaschewski is not afraid to shoot for a high bar. To achieve that, he knows he needs to hold himself to a high bar and needs to foster the same mindset across the district. He has demonstrated this throughout the year when he looks at the data, presents to the committee, talks with principals and teachers and works with students. Thinking back to that conversation with the student in REACH, even that discussion was holding</li> </ul> </li> </ul> |   |   |   |   |

a high bar for the student – asking him to do research, asking for evidence to back up his claims, engaging the teacher in part of the process, and maintaining joint accountability the next time they saw each other. It was a small example, but one that spoke to me about his expectations for EVERY student.

- We have seen this commitment to high standards fostered across the leadership team and across the district. Whether it is a presentation on the MCAS scores in which we highlight areas where we need to do better or the Equity statement we went back to time and again throughout the year, the focus on ALL learners was evident. This culminated recently with the presentations to the School Committee, the Reading ARPA Advisory Committee and the Select Board about the new literacy curriculum – which was pursued so ALL students could achieve grade level (or higher) literacy levels.

- IV-E

- I think we made a lot of great progress in this area – the establishment of the district’s equity statement, an entry plan which captured very well the district’s strengths and opportunities, collaborative goal-setting sessions (including the leadership retreat) and other elements have demonstrated Dr. Milaschewski’s ability to facilitate such activities with a sense of shared ownership.
- He has learned a remarkable amount in a brief period of time, and the thoroughness of his entry plan findings reflect this. I was grateful to see that he identified the areas for improvement while also celebrating the strengths of RPS.
- Dr. Milaschewski identified equity and excellence as two Core Values for our district. The district created an equity statement. The process for creating this statement was collaborative and first began at the summer leadership seminar and continued once the school year began. All stakeholders had the opportunity to contribute to and mold this statement. It is our district statement, and we all play a role in ensuring its mission.
- Dr. Milaschewski wasted no time in looking for ways to provide tuition free Full-day Kindergarten. His collaboration with the committee and the town to find creative funding ways was commendable work during many other things that were going on. There has been a lot of talk about this, and I appreciate Dr. Milaschewski’s willingness to put talk to action. We are not completely there yet but there are the workings of a plan in place which has been long overdue.

Additionally, there were some key looking forward notes:

- IV-A

- Ongoing work will need to include (at a minimum): revamping the high school schedule, potentially revamping the middle school schedule, a closer examination of math pathways and offerings starting at grade 6, exploring how to better align academics between middle and high school, and continuing to expand offerings at RMHS for all levels of learners.
- Moving forward I am looking forward to seeing a more assertive and timely path forward for expanding math pathways at the middle school level as well as expansion of tracks and opportunities at the high school level.

- IV-E

- As we navigate a year where we will likely have less budget flexibility to accommodate new ideas and initiatives, how we use our shared vision to navigate the difficult conversations ahead will be critical.
- Going forward, I hope to see the portrait of a graduate work incorporated more into district planning and visions. I anticipate more challenging conversations and decisions ahead, particularly around the confines of our budget, but I am confident that Dr. Milachewski will continue to address them in a collaborative and shared manner with the best interests of students in mind.
- The Shared Vision is a work in progress, but the continual engagement of stakeholders has been impressive to behold. Whether it is providing all parents and staff the ability to provide feedback prior to visiting each school or engaging search committees in the process of finding the best principal for Wood End or Parker, Dr. Milaschewski engages all stakeholders in the process. While the Vision is not yet complete, and thus the Proficient rating, we have seen great strides throughout the year with many baby steps to improve our District.



2021-2022 Superintendent Summative Evaluation

McLaughlin, Sarah Nazarro, Carla Brandt, Shawn Gaffen, Erin Robinson, Chuck Wise, Thomas Rounded Average

|  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| Step 1: Professional Practice Goals  | 5 | 4 | 5 | 5 | 4 | 4 | 5 |
| Step 1: Student Learning Goals   | 5 | 5 | 4 | 4 | 4 | 3 | 4 |
| Step 1: District improvement Goals   | 4 | 5 | 4 | 5 | 4 | 4 | 4 |
| Step 2: Standard I: Instructional Leadership                                     | 5 | 3 | 4 | 3 | 3 | 3 | 4 |
| Step 2: Standard II: Management and Operations                                   | 4 | 4 | 3 | 3 | 3 | 4 | 4 |
| Step 2: Standard III: Family and Community Engagement                            | 5 | 3 | 4 | 4 | 3 | 4 | 4 |
| Step 2: Standard IV: Professional Culture  | 4 | 4 | 4 | 4 | 3 | 4 | 4 |
| Step 3: Overall  | 3 | 4 | 4 | 4 | 3 | 3 | 4 |
| Student Learning Goal 4  | 5 | 5 | 4 | 4 | 4 | 3 | 4 |
| Professional Practice Goal 3   | 5 | 4 | 5 | 5 | 4 | 4 | 5 |
| District Improvement Goal 1  | 4 | 5 | 4 | 5 | 4 | 3 | 4 |
| District Improvement Goal 2  | 4 | 5 | 5 | 5 | 4 | 5 | 5 |
| Standard I: Instructional Leadership: Data-Informed Decision Making              | 4 | 3 | 3 | 3 | 3 | 3 | 3 |
| Standard I: Instructional Leadership: Overall Rating                             | 4 | 3 | 4 | 3 | 3 | 3 | 3 |
| Standard II: Management & Operations: Environment                                | 3 | 4 | 3 | 3 | 3 | 4 | 3 |
| Standard II: Management & Operations: Human Resources Management and Development | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| Standard II: Management & Operations: Overall                                    | 3 | 4 | 3 | 3 | 3 | 4 | 3 |
| Standard III: Family and Community Engagement: Communication                     | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| Standard III: Family and Community Engagement: Overall                           | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| Standard IV: Professional Culture: Commitment to High Standards                  | 3 | 4 | 4 | 4 | 3 | 4 | 4 |
| Standard IV: Professional Culture: Shared Vision                                 | 3 | 4 | 3 | 4 | 3 | 3 | 3 |
| Standard IV: Professional Culture: Overall                                       | 3 | 4 | 4 | 4 | 3 | 4 | 4 |

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski  
**Evaluator:** Shawn Brandt SMB 5/22/2022  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

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

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**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.

**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.

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



# End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Dr. Milaschewski has had an outstanding first year in the role. While the typical advice is not to try to make too much change in the early days in a leadership role, the culture established by Dr. Milaschewski and the team, and the focus on doing nearly everything in an open, collaborative way, has granted him license to begin to make meaningful, positive change for our district. I am thrilled with the early returns from the selection of Dr. Milaschewski, and am excited by the prospect of his leadership guiding us through the additional critical decision points that will arise in coming years.



# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                      | Exceeded                 |
|------------------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U   | NI                       | P                        | E                        |
|---|---|--------------------------|--------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | X                        | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)  | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                          |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | X                        |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b><br><br>I-E: Dr. Milaschewski has had a very successful first year in establishing data systems and practices with both the admin team and within buildings. We have dramatically accelerated the progress in this area, and have built an excellent foundation to measure the impact of the many instructional and programmatic changes already under way and in the works. While it's too early to evaluate how well the team will assess and respond to data, the investments being made are the proper first step and I was encouraged by the administration's creativity in funding additional time for the data specialist position. |   |                          |                          |                          |

I rate this standard as an E overall in recognition of Dr. Milaschewski's instructional leadership, particularly in the areas of assessing and coaching on rigorous expectations, increasing time on learning through creative programs and initiatives, and quick action on our lagging literacy curriculum.

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                                   | E                        |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

**II-A:** Dr. M's ability to lead collaborative process to develop a safe, high-performing environment has been exceptional. Where I feel there's some opportunity for improvement is in the consistent execution of those identified plans and procedures across the district. Particularly with respect to covid response, we've seen inconsistent application of expectations around informing parents of positive cases, implementing targeted masking policies, return-to-school procedures, etc. Importantly, the SC opted not to implement any further expectations around masking based on the administration's assurances that masking would be used on a targeted basis. This did not come to fruition, and any active decision to go away from this commitment was not communicated to the committee, or more importantly, parents who rely on proper information from the district to make the best decisions for their families.

**II-B:** One of the most important and lasting advances of this year will be the professionalization of our HR practices and approaches. The quality of recruitment materials, the consideration given to role descriptions and the creative approaches to identifying potential candidates conducted in concert with Michelle Roach have been huge steps forward and are critical in a difficult hiring environment. In addition, while we unfortunately had to conduct two principal searches, Dr. Milaschewski and Ms. Roach have really established a very successful process that manages to be collaborative, comprehensive, and fast, all at the same time. Having seen one of these searches personally – I have a great deal of confidence in the team's ability to fill any other openings that should arrive with quality candidates. Additionally, the quality of our HR processes can be a differentiator when competing for educators who are considering other opportunities.

The establishment of the principal PD structures will also be a significant boon for the district in coming years. As one of our departing principals likes to remind us, we have often failed to give them the support they need to be instructional leaders, and this PD approach (in concert with coming discussions about resources) should pay great dividends as we gain more experience and start to deliver really differentiated PD.

## Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |   |   |   |   |
|--|---|---|---|---|
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | □ | X |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | □ |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.  | □ | □ | □ | X |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br><p>III-C: This area has been a home run for Dr. Milaschewski in year one. Multimodal district newsletters, multi-lingual content and frequent availability for stakeholders to meet personally all reflect a real commitment to strong communication. The number of stakeholders who have personally met with Dr. Milaschewski (and other members of the team) is a real testament to his willingness to engage, to learn from others, and to build a collaborative district. He also communicates well with School Committee members, and has established a variety of mechanisms to engage us on all matter of topics. In addition to committee meetings, our 1:1s, school visits and small group sessions have been very effective ways to share important updates as well as collect committee feedback.</p> <p>While we're not rating the other focus indicators – it should not go unsaid how Dr. Milaschewski's strength in communication also enables and accelerates success for the other indicators within this standard.</p> |   |   |   |   |

## Superintendent's Performance Rating for Standard IV: Professional Culture



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U | NI | P | E |
|---|---|----|---|---|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes) | □ | □  | □ | X |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>IV-B. Cultural Proficiency:</b> 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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>   | □ | □ | □ | □ |
| <p><b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | □ | □ |
| <p><b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>   | □ | □ | □ | □ |
| <p><b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input checked="" type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | X | □ |
| <p><b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | □ | □ |
| <p><b>OVERALL Rating for Standard IV: Professional Culture</b><br/> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>   | □ | □ | □ | X |
| <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>IV-A: Another standout indicator for Dr. Milaschewski – he has demonstrated and modeled an understanding of the need for our district to raise its expectations for all stakeholders in order to achieve our shared vision and the degree of success Reading expects. Group school visits and general visibility in classrooms goes a long way towards helping our teachers and students see that the work they are doing every day is important, and valued, and that there's a team of people helping them try to raise the bar. The focus on increasing time on learning is critical to our success as a district</p> <p>IV-E: I think we made a lot of great progress in this area – the establishment of the district's equity statement, an entry plan which captured very well the district's strengths and opportunities, collaborative goal-setting sessions (including the leadership retreat) and other elements have demonstrated Dr. Milaschewski's ability to facilitate such activities with a sense of shared ownership. I rate this a P vs. an E in anticipation of the established shared vision really beginning to be applied in the coming year. As we navigate a year where we will likely have less budget flexibility to accommodate new ideas and initiatives, how we use our shared vision to navigate the difficult conversations ahead will be critical.</p> |   |   |   |   |





# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski  
**Evaluator:** Erin Gaffen May 25, 2022  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

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

## Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

**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.

**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.

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

# End-of-Cycle Summative Evaluation Report: Superintendent

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

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

## Step 4: Add Evaluator Comments

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

### Comments:

Dr. Milaschewski has had as smooth a transition as one can imagine into his role as Superintendent of Reading Public Schools (RPS). While the past school year has not been without its hurdles, especially the ongoing pandemic and related issues, he has managed everything with a calm, level assurance. He is an exemplary leader, collaborator, and communicator. He helped form a solid team at central office, gave voice to district leaders, and continually displays support for educators. He is eager for and open to feedback and shows a willingness to adapt and change based on that feedback. He takes the time to highlight the positives and communicates effectively, even about more challenging subjects. Relationship-building is a priority for him. The Superintendent is unwavering in his enthusiasm for the work, but also manages an impressive work/life balance. Anecdotally, RPS families and caregivers share that they feel more connected, and teachers share that they feel more hopeful about the direction of the district. His positive impact on school culture cannot be underscored. I am excited by how much Dr. Milaschewski has accomplished in his first year, and even though there is a lot of work ahead, I feel confident that our district is moving in a positive direction under his leadership.

# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                                 | Exceeded                            |
|------------------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U   | NI                       | P                                   | E                        |
|--|---|--------------------------|-------------------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)   | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                                     |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.  | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>  |   |                          |                                     |                          |
| <b>I-E</b><br>Dr. Milaschewski had a strong start to his first year as Superintendent of RPS with a clearly laid out entry plan, and he followed his entry plan with vigor. He invested considerable time in meeting with administrators, School Committee members, teachers, staff, and caregivers to listen and learn. He also spent substantial time in classrooms to observe and connect. Dr. Milaschewski and his team dug into MCAS results and other available data in order to make informed decisions about moving the district forward. His report of entry findings was exceedingly thorough and reflected a clear understanding of the strengths and areas for improvement within our schools. It is clear that he recognizes the importance and value of data-informed decision making. This was exemplified by the swift action by Dr. Milaschewski and his team to identify and adopt a new literacy curriculum for our elementary schools, one that would better address the needs of all learners, an area that teachers and data indicated was very much in need of attention. Additionally, I was encouraged by the administration's creative approach to |   |                          |                                     |                          |

increasing time on learning through vacation academies, and their introduction of more innovative pathways at RMHS. These are just a few of the positive changes that were implemented as a result of the available data.

It is also evident that RPS needs even more and even better methods of collecting data. Next year will see additional changes, including increasing the data specialist hours, the adoption of i-Ready for math and ELA assessments, the implementation of the new ARC Core literacy curriculum in grades 3-5, the continued implementation of the new Illustrative Math in grades K-2, and the creation of the Academic Support Center at RMHS. I am eager to see the data from these, as well as further exploration of our middle and high school schedules, how to continue to increase time on learning, and how to increase rigor within our schools while still balancing the needs of all learners.

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                                   | E                        |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):**

**II-A**

It is worthy of recognition that in this year of tremendous leadership change for RPS, and continued upheaval due to the ongoing pandemic, Dr. Milaschewski established a strong, cohesive central office team. Collaboration is a definite strength of his. An obvious example is the ever-evolving covid-repose systems and protocols that were needed to navigate this school year. Dr. Milaschewski relied on his team and collaboration with his district and community leaders to make the best decisions that he could for the district. I believe the administration’s response to covid kept more students in school while still addressing the health needs of students and staff. He also was able to show his ability to adapt and remain flexible based on changes in data.

The safety, health, emotional, and social needs of students and staff are as intense as ever. The message I repeatedly heard this past fall from within RPS and across the nation was that schools were prepared for physical health needs in regard to covid, and for some academic gaps, but they were not as prepared for the enormity of the mental health needs of many students. Students cannot learn if they do not feel safe, supported, and engaged. There is ongoing work to be done within RPS to address mental health needs, as well as diversity, equity, and inclusion needs. We know that 100% of our students do not report feeling safe and supported. We know that 100% of our students do not report feeling engaged or connected. I am thrilled that Dr. Milaschewski advocated to add School Adjustment Counselors at every level next year. It is a step in the right direction. We must continue to ensure that our schools have the ability to support all mental health needs, including for Tier I students. I hope to see each of our school climates be ones that *all* students describe as safe, supportive, and inclusive.

**II-B**

There have been many positive changes under Dr. Milaschewski and Ms. Roach to recruiting and hiring practices including how job openings are worded, where jobs are posted, pay-scale, onboarding after new employees are hired, and support for new hires. They creatively expanded our pool of substitutes during a time when most districts struggled significantly to fill this position. They also conducted two successful principal searches and hires. I am excited by the direction human resources appears to be going for RPS. I remain eager to see RPS continue to strive to recruit, hire, and retain a more diverse staff, that better reflects the student body.

Dr. Milaschewski’s goal on coaching, developing, and supporting principals has the potential to benefit RPS in countless ways, particularly leadership retention and student outcomes. He is highly invested in empowering district and building leaders. Good leadership matters, and all good leaders need meaningful support in order to be effective. The Superintendent is well-equipped to support our school leaders, and this work will be on-going.

## Superintendent’s Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |                          |                          |                          |                                     |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><b>III – C</b><br>Communication is an area where Dr. Milaschewski truly shines. From the onset, and in fact before he officially started, he strove to meet with as many stakeholders as possible, and that has continued throughout the year. He wisely spent time listening and quickly learned a great deal about the district and the people of the district. His tone, manner, and responsiveness help people to feel validated and heard. Dr. Milaschewski has been very quick to respond to caregiver questions and concerns and consistently offers to meet/speak to discuss further. His weekly multi-modal communication from the district is particularly impressive. He includes video and written form, the option to translate into multiple languages, and he makes a point of sharing joys and accomplishments, not simply the need-to-know information. Recently, he made a point of reaching out to Reading residents not currently affiliated with RPS to allow them to sign up to receive communication from the schools. Also exceptional is the extent to which Dr. Milaschewski has been present in the schools and community. Over the course of his first year he has visited a majority of classrooms, and after each visit he sent a personal note with detailed feedback for the educator. He has also attended many events, games, and performances. This level of visibility shows his approachability and commitment to building relationships with the RPS community. Dr. Milaschewski further showcased his communication skills throughout the FY23 budget presentations. His approach was highly inclusive and comprehensive. Alongside Ms. Botton, they made the budget easier to follow and showed clear connections to the district vision and goals. The Superintendent's excellent communication skills have gone a long way toward improving family-school-community relations. |                          |                          |                          |                                     |

## Superintendent's Performance Rating for Standard IV: Professional Culture



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)                                  | U                        | NI                       | P                        | E                                   |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |



|  |                          |                          |                          |                                     |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> Focus Indicator (check if yes)   |                          |                          |                          |                                     |
| <b>IV-B. Cultural Proficiency:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

|  |                          |                          |                          |                                     |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

**IV-A**  
Dr. Milaschewski recognizes that the district can strive for equity and excellence, and that we do not need to sacrifice one for the other. He sets a high bar for student engagement and high expectations for all learners. His ongoing presence in schools and classrooms demonstrates his support for RPS educators and their important work. There is still much progress to be made in this area, but he has shown that he is committed to increasing academic outcomes in RPS. Some examples of steps that Dr. Milaschewski has taken thus far are increasing time on learning through vacation academies, the upcoming summer adventure offerings, offering new pathways at the high school through the dual enrollment program, and pursuing a new literacy curriculum for our elementary learners. Examples that should help to raise the achievement level next year include increasing full-day kindergarten enrollment by lowering tuition (and thus hopefully starting the path to universal free full-day kindergarten), implementation of the new literacy curriculum for grades 3-5, the creation of the Academic Support Center at RMHS for Tier I students, and the addition of school adjustment counselors at all levels. The latter is made possible partially by the expansion of the METCO program next year, which will benefit all RPS students. Ongoing work will need to include (at a minimum): revamping the high school schedule, potentially revamping the middle school schedule, a closer examination of math pathways and offerings starting at grade 6, exploring how to better align academics between middle and high school, and continuing to expand offerings at RMHS for all levels of learners.

**IV-E**  
Every step of Dr. Milaschewski's entry plan involved collaboration. His goal setting was inclusive, the school improvement plans were aligned to the district improvement plan, and his budget process was a joint effort. He presented his findings in writing, to the School Committee during public meeting, and shared via email with the entire RPS community. He has learned a remarkable amount in a brief period of time, and the thoroughness of his entry plan findings reflect this. I was grateful to see that he identified the areas for improvement while also celebrating the strengths of RPS. He holds regular meetings with central office, district leadership, and School Committee members. Further, he holds strategy sessions for bigger picture topics, to ensure key stakeholders can provide input and

remain involved. Dr. Milachewski also ran a highly successful district leadership retreat last August, which included central office, principals, RTA leaders, education leaders, and School Committee members. As a part of the work conducted there, this group of RPS leaders created a group equity statement that serves as a shared vision for the district. Going forward, I hope to see the portrait of a graduate work incorporated more into district planning and visions. I anticipate more challenging conversations and decisions ahead, particularly around the confines of our budget, but I am confident that Dr. Milachewski will continue to address them in a collaborative and shared manner with the best interests of students in mind.

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski \_\_\_\_\_

**Evaluator:** Sarah McLaughlin \_\_\_\_\_ 5/22/2022 \_\_\_\_\_

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

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

## Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

|   |   |                                 |   |                                     |                                     |
|---|---|---------------------------------|---|-------------------------------------|-------------------------------------|
| <p><b>Unsatisfactory</b> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><b>Needs Improvement/Developing</b> = 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.</p> <p><b>Proficient</b> = <b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p> <p><b>Exemplary</b> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p> |   | <b>Unsa<br/>tisfac<br/>tory</b> | <b>Need<br/>s<br/>Impr<br/>ovem<br/>ent</b> | <b>Pro<br/>fici<br/>ent</b>         | <b>Exe<br/>mpla<br/>ry</b>          |
|   | Standard I: Instructional Leadership          | <input type="checkbox"/>        | <input type="checkbox"/>                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|   | Standard II: Management and Operations        | <input type="checkbox"/>        | <input type="checkbox"/>                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
|   | Standard III: Family and Community Engagement | <input type="checkbox"/>        | <input type="checkbox"/>                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|   | Standard IV: Professional Culture             | <input type="checkbox"/>        | <input type="checkbox"/>                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

# End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Overall, Dr. Milaschewski's first year in the Reading Public Schools was enormously successful, particularly given it was also his first year as a superintendent. Dr. M's commitment to the core values of collaboration, equity, and excellence - as expressed in his Superintendent Entry Plan - can be clearly seen throughout his leadership of RPS. These qualities are particularly evident in:

- Willingness to not only acknowledge areas of weakness, but to lean in and identify a path forward
- Readily celebrates successes and strengths
- Recognizes the importance of shared understanding, collaboration, and communication
- Provides opportunities for everybody in RPS to feel included and that they have a voice

Dr. M brings a high-level of knowledge and expertise to his role, when paired with his core strengths of data-informed decision making and communication it results in amazing things. I'm excited to see our district transform under Dr. M's leadership over the coming years.

Specific feedback and examples for each of the key performance indicators the School Committee is using to evaluate Dr. M's performance are outlined below.



# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                                 | Exceeded                            |
|------------------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U   | NI                       | P                        | E                                   |
|--|---|--------------------------|--------------------------|-------------------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)   | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                          |                                     |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br><b>I-E - 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.</b><br><br>Data-informed decision making is an area of significant strength for Dr. Milaschewski and is displayed throughout all aspects of his District leadership. Dr. M's entry plan, shared prior to the start of his role as Superintendent, clearly outlined his approach to gather both qualitative and quantitative data to gather a better understanding of Reading Public Schools. A significant amount of data was gathered through the entry plan process, including key stakeholder interviews (e.g. School Committee, Central Office team, staff, parents, and students); review of historical MCAS data trends; and school visits and observations. Dr. M |   |                          |                          |                                     |

worked with building principals and district administrators to leverage the data collected via the entry process, as well as the DESE District Review, and school-visit data to inform school and district improvement plans.

One of the biggest things that jumps out at me and warrants the exemplary rating is Dr. M’s concerted effort to close data gaps. We have significant data deserts within RPS. Where we are lacking data, Dr. M and his team created a path forward, a clear plan for filling in these holes, and established a process for systematically and frequently reviewing district-level data. Examples include, conducting special education program reviews, adding in a 1.0 FTE data-specialist to the FY23 budget, and launching i-Ready in Math and ELA at the middle school level.

Further examples of Dr. M’s data-informed approach to decision making include:

- Thoughtful recommendation to School Committee to elect moving forward with School Choice based on a thorough analysis of available student seats, impact on school revenue and budgets.
- Ability to quickly and efficiently spin up an administrative advisory group to inform the K-5 literacy core curriculum adoption. A clear approach was outlined, including sources of data and information (listening and info sessions with teachers, review of existing curricula review data, hands on review of highest rated tools, classroom observations), a timeline, and was inclusive of key stakeholders including principals, teachers, and administrators.

## Superintendent’s Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U                        | NI                       | P                                   | E                                   |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)                          | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |



**OVERALL Rating for Standard II: Management & Operations**

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



**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

**II-A Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.**

Given that we are still in the midst of a global pandemic, the majority of focus on safety, health, emotional and social needs has been centered around the District's response to COVID-19. Overall, Dr. M and the district leadership team have displayed an ability to be nimble and flexible in the approach to the shifting needs of RPS during the pandemic. Dr. M has been creative and responsive with resourcing, particularly regarding the needs to support undue burden on school nurses and implemented the use of a float nurse to support the district nursing team. Test and stay was stood up quickly early in the school year allowing a safe return back to school buildings in the Fall. Following the removal of the universal mask mandate and in alignment with the stated goal of providing safe, uninterrupted, in-person learning, I would have liked to have seen more follow-through on implementing mitigation strategies as case numbers have increased again this spring, explicit and more frequent communication to families, as well as indoor masking requirements for classroom bubbles.

Other examples of effective health and safety plans and procedures include:

- Review of the ALICE drill protocols in collaboration with RPD and amended at the elementary level in alignment with age appropriate best practices;
- Review and improvement of the RMHS safety, attendance, and physical health processes;
- Fostering an environment that is safe and inclusive for all - executive functioning supports, expanded team chair role and instituted program reviews, solicited feedback and input from diverse group of key stakeholders to inform the priorities in the FY23 budget process such as the increased school counselor roles, academic support center at RMHS is prioritized.

**II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.**

Dr. M worked with the HR Director to review recruitment and hiring processes and forms to identify and remove barriers, streamline the process and improve both the applicant pool and overall experience. A couple new work streams particularly stood out: collection and regular review of data to track trends and insights in hiring; as well as creativity in reaching the widest, most experienced candidate pool by posting across various job boards and improving job descriptions. Dr. M instituted a collaborative and communicative search process for significant District roles including the Wood End and Parker principal searches.

Dr. M designed a thoughtful, evidence-based approach to a district strategy for coaching, supporting, and developing principal talent. Implementation of the structures put into place is underway with the intent to carry practices forward next year in FY23. The emphasis placed on embedded professional development to support continued learning is a significant and positive shift for RPS. Examples of the high priority placed on professional development include: PD embedded into the structure put in place to support principals; highlighted as a critical element in rolling out the new literacy curriculum for K-5 in supporting our teachers growth; DLT classroom visits have also demonstrated commitment to embedded PD to support instructional growth.

## Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|   | U                        | NI                       | P                        | E                                   |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

**III-C - Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.**

Dr. M is a strong communicator and excels at making people feel valued and heard. When communicating with various stakeholders he is actively engaged, empathetic, open-minded, and respectful. Dr. M sends weekly district emails that include multiple modes of communication. At the beginning of the calendar year, he engaged RMHS students to record a weekly district video update. The videos have been fun, engaging, and creative and have included student report outs, regular celebration of RPS successes, and a cameo appearance in full costume and make up to advertise the RMHS performance of Zombie Prom.

Upon his start in the district, Dr. M scheduled opportunities for families and students to meet and discuss concerns and interests. He has continued to be accessible to staff, students, and families and is responsive to phone calls and emails. Furthermore, he is consistently and visibly present in the RPS and wider community, attending performances and school events with his family, for example, ArtsFest, musicals and plays, CATO historical tour, Fall Street Faire, sporting events, and band competitions.

Dr. M has had the opportunity to make many presentations to town boards and committees on various high priority RPS matters, including state of the schools and FY23 budget requests at Fin Comm and Town Meeting; as well as discussion and advocacy for RPS funding at Reading ARPA Advisory Committee and Select Board. In each of these presentations he has consistently displayed clear, concise communication and data-informed decision making as well as being open and responsive to questions and feedback from stakeholders.

## Superintendent's Performance Rating for Standard IV: Professional Culture



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                                   | E                        |
|--|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>IV-B. Cultural Proficiency:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p> | □ | □ | □ | □ |
| <p><b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input checked="" type="checkbox"/> Focus Indicator (check if yes)</p>                                  | □ | □ | ☒ | □ |
| <p><b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | □ | □ |

|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>OVERALL Rating for Standard IV: Professional Culture</b><br/> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p> | □ | □ | ☒ | □ |
|---|---|---|---|---|

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

**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.

In his relatively brief tenure in RPS to date, Dr. M has displayed a firm commitment to high-standards for all learners. He worked with the district leadership team to expand time on learning including: implementing February and April vacation academies; expanded student summer support to a wider group of learners as well as including a full day option through a partnership with the YMCA; and expanded tutoring opportunities at each school building. Improvement and expansion of the METCO program has also been an area of significant focus. In addition to the hiring of our fantastic METCO Director, Kurtis Martin, the METCO program has seen great improvements including: adding in late busing to ensure students have access to participate in all of the RPS community, sports, play dates, etc; expanded the size of the program to add 40 additional students; and implemented Boston and Reading resident community-building events.

Additional examples of Dr. M’s commitment to high-standards include:

- Expanding opportunities at the high school level began during FY22, including: piloting dual enrollment courses with Endicott; expanded computer science offerings; and launching the Gateway to College program with NSCC.
- Worked with district leadership and School Committee to lay out a possible path forward for funding universal full day Kindergarten
- Prioritizing the work to identify, purchase, and develop a plan to implement a high-quality, evidence-based ELA curriculum for grades K-5.
- Regular cadence of school visits and observations, demonstrating to the wider school community his dedication to being highly engaged and collaborative district leadership team.

Moving forward I am looking forward to seeing a more assertive and timely path forward for expanding math pathways at the middle school level as well as expansion of tracks and opportunities at the high school level.

**IV-E. Shared Vision:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

Over the course of the FY22 school year, Dr. M has regularly exhibited his priority and commitment to an inclusive RPS community. At the beginning of the year, prior to the start of school, RPS District leadership met at an offsite meeting and as part of the agenda, worked to develop a shared equity statement that is representative of all in the RPS community. In addition, he continues to express sentiments of inclusion and involvement from staff and the importance of bringing staff along on the journey as RPS evolves - communicating not only the what, but the why and how of the importance of our work and any changes he is making. He consistently makes space for questions and discussion, while also moving forward with purpose.

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski  
**Evaluator:** Carla Nazzaro 5/22/2022  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

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

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**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.

**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.

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

# End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

Dr. Milaschewski is the “right leader at the right time” for Reading. He is a thoughtful leader who collaborates with all stakeholders, gathers and synthesizes data and then implements processes that will improve outcomes. He has put together an executive staff who is fiercely loyal to him and dedicated to excellence. He builds trust with staff, students and parents and welcomes and appreciates differing points of view. He has made many positive changes and has created a feeling of hopeful anticipation.

In his 10 ½ month tenure, he has identified and understood the issues the district has been facing (for years) around literacy and curriculum. He assembled expert teams who researched multiple curriculums and identified the best one to fit our needs. He secured funding and will shortly purchase a quality curriculum which will positively change reading outcomes for students. This is a tremendous accomplishment.

I feel that Dr. Milaschewski has a good understanding of where we are as a district. He will enhance our positive attributes and improve where we are lacking. Student achievement is at the heart of every decision he makes. I am thrilled that he is guiding our district and am excited to watch us flourish under his leadership. We are fortunate to have him in Reading.

Invest-to-save I love the innovative thinking around school choice to generate revenue and the invest to save mentality of this administration. I am hopeful that changes made will result in future savings. The new literacy program will decrease out-of-district placements and free up special education resources. The multi-tiered supports being put in place at the high school will increase student outcomes while decreasing the number of students utilizing special education services. Revamping of the high school schedule will increase efficiency of staff resources, by allowing teachers to utilize freed-up time to support students and collaborate with colleagues.

Dr. Milaschewski is a gift to our town and the improvements he makes in our district will be a part of his professional story.



## Superintendent's Performance Goals

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

| Goals                                   | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                        | Exceeded                   |
|---|--------------------|--|--------------------------|--------------------------|--------------------------|----------------------------|----------------------------|
| <b>Student Learning Goal<br/>Goal 4</b> | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | X <input type="checkbox"/> |
| <b>Professional Practice<br/>Goal 3</b> | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/>   |



|                                    |            |  |                          |                          |                          |                          |                                     |
|------------------------------------|------------|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>District Improvement Goal 1</b> | I-E, IV-E  | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 2</b> | II-A, IV-A | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| <b>Standards and Indicators for Effective Administrative Leadership</b><br><i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i> |   |  |  |
|---|---|--|--|
| I. Instructional Leadership   | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning                                    | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U   | NI                       | P                          | E                        |
|---|---|--------------------------|----------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)  | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                            |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.   | <input type="checkbox"/>  | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br>Dr. Milaschewski has identified district strengths, critical areas for improvement and areas which require further assessment. I have been encouraged by how he systematically tackles areas needing improvement through gap analysis to determine current practices versus best practices. I continue to look forward to hearing of additional solutions for improvement.<br><br>Our struggles with reading and literacy have been problematic for too long - having MCAS data was helpful when justifying the need for a change in literacy curriculum. The numbers tell a story and help us make informed decisions. In a truly brief time, the Superintendent was able to identify district issues with literacy, formulate a solution and secure funding for an elementary school literacy curriculum. We had multiple |   |                          |                            |                          |

teachers/principals/reading specialists and other staff present this new curriculum at a School Committee meeting with enormous smiles on their faces and had parents with tears of joy once funding was secured...this process succeeded because of collaborative and decisive leadership.

I am looking forward to the launching of i-Ready Common assessment at the middle school level for both Math and ELA. It will identify how students are progressing towards grade-level standards and will identify areas where targeted interventions and supports are needed. This is an area where the district is lacking so seeing it addressed so promptly is encouraging.

I am looking forward to the data of increased outcomes at the high school when tiered supports are put in place.

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                        | E                          |
|--|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> |

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

Dr. Milaschewski understands that staff is the greatest asset of any district. His focus on meaningful and targeted professional development of teachers and cultivation/coaching of principals is refreshing to see. Coaching of principals was one aspect of Dr. Milaschewski’s interview process that intrigued me and made him stand out from the other candidates. I love the quote, “Cultivate and enhance instructional leadership skills in principals and watch student learning skyrocket.” Dr. Milaschewski wants to focus principals on curriculum and instructional development rather than on building and operations management. Investing in staff development will enhance student learning and increase student achievement.

Improvement at the high school is a focus area for me and the changes being made are promising: the pilot use of Endicott and Merrimack Fellows to provide academic support; dual-enrollment; re-vamping of the high school class schedule; and, the institution of the multi-tiered system of support. This type of innovative and creative thinking will help to make RMHS a leading high school in the State.

The enhancements made to our METCO program have been remarkable. The introduction of late busses allows for students to be engaged in our community outside of the school day in extracurricular activities. Re-vamping of bus routes/pickups has been modified to decrease students travel time. The increase of student enrollment for next year and the introduction of METCO Director/Adjustment Counselor roles at each elementary school will provide social-emotional support for all students and a staff METCO presence in each building. These changes are exciting, innovative, and just the beginning. Clear job descriptions and a reporting structure for these positions will need to be developed. This program is on its way to flourish as it should!

## Superintendent’s Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  |   |   |    |   |
|--|---|---|----|---|
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | X□ | □ |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □  | □ |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b>  |   |   |    |   |
| The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.   | □ | □ | X□ | □ |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>  |   |   |    |   |
| <p>It is always difficult to gauge how much communication is wanted, needed or necessary in a district. I feel that Dr. Milaschewski has established a good balance with regular communication to the community. His video as well as written communications are engaging and deliver information efficiently and effectively.</p> <p>As is evident in observing how he managed his entry plan and roll out – he is clearly effective with two-way communication. He reached out to all stakeholders in our community to gather information and history. He effectively processed that information and has developed a plan to propel the district forward. It is by listening to stakeholders and truly hearing what they are saying that helps him be an effective leader.</p> |   |   |    |   |

## Superintendent’s Performance Rating for Standard IV: Professional Culture



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U | NI | P | E  |
|---|---|----|---|----|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)         | □ | □  | □ | X□ |
| <b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. | □ | □  | □ | □  |

|   |                          |                          |                          |                            |
|---|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> Focus Indicator (check if yes)   |                          |                          |                          |                            |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> |
| <b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   |
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b><br>The past couple of years have been exceedingly difficult for students, teachers, and staff. The Superintendent and his staff are effectively uncovering where we stand with student learning and how we will support each student moving forward.<br><br>Dr. Milaschewski has identified 3 Core Values which identify him as a leader and how he approaches issues – through collaboration, equity, and excellence. It is evident that Dr. Milaschewski understands the importance of collaboration with his staff. He asks, listens, validates, and builds trust through this process. It has been interesting to watch him meet and gather information from all stakeholders’ groups.<br><br>Dr. Milaschewski identified equity and excellence as two Core Values for our district. The district created an equity statement. The process for creating this statement was collaborative and first began at the summer leadership seminar and continued once the school year began. All stakeholders had the opportunity to contribute to and mold this statement. It is our district statement, and we all play a role in ensuring its mission.<br><br>Dr. Milaschewski and the rest of the executive staff have been visible and interactive in the district. They have created an environment of excitement and hope. I appreciate his statement: “culture is the hardest to build and the easiest to break.” It shows how important our district’s culture is, and how important it is to create. |                          |                          |                          |                            |

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski \_\_\_\_\_

**Evaluator:** Charles Robinson \_\_\_\_\_

**Name** **Signature** **Date**

**Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)**

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

**Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)**

**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.

**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.

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

# End-of-Cycle Summative Evaluation Report: Superintendent



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

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

## Step 4: Add Evaluator Comments

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

### Comments:

My overall rating is that I couldn't be more pleased with what Dr. Milaschewski performance to date. I was very excited with what we saw during the interview process but remained cautious because talk is great, but action is what matters.

Dr. Milaschewski's ability to listen and act has been very commendable and exciting for our district. He knows how to address the low hanging fruit as well as tackle the difficult and complex issues. His collaboration with all the stakeholders in town has been handled like a seasoned veteran from the Budget, to Killam, to Town Meeting, to ARPA requests etc..... In none of these examples has he "talked at" anyone rather he has thoughtfully explained his reasoning and decision-making process.

There is a lot of humility in Dr. Milaschewski which is an admirable and refreshing leadership quality that is extremely sustainable and will go a long way to accomplishing the district and community goal of excellence.





# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress     | Met                        | Exceeded                 |
|------------------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U   | NI                       | P                          | E                        |
|--|---|--------------------------|----------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)   | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                            |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.  | <input type="checkbox"/>  | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br>Dr. Milaschewski has made it very clear from the beginning of his tenure that he is going make data informed decisions. This is clearly easy to say but it requires a talent and a lot of work to make it successful. I often use the phrase that there is no such thing as a lone ranger, and I certainly feel it evident in Dr. Milaschewski's leadership style in that he pulls data from many sources and individuals before he makes or recommends decisions. He does not do things alone and he has the self-confidence and intelligence to rely on all stakeholders before leading a recommendation or decision. Recent examples were the ARC Core Curriculum and School choice decisions. Both required a lot of complex data review and collective work by many, and I feel Dr. Milaschewski handled each process masterfully. Data decision making is here to stay and Dr. Milaschewski has shown that he has the talents to make it successful. |   |                          |                            |                          |

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                          | E                        |
|--|--------------------------|--------------------------|----------------------------|--------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

As Dr. Milaschewski began his new role he had to immediately take over the districts COVID 19 response and processes – nothing there is a course for. This added burden had to be managed along with many ongoing and additional work facing the district. As I say throughout this evaluation, Dr. Milaschewski doesn't do things alone. With the COVID-19 response he worked very well with the Director of Nurses and Town staff to make the best and safest decisions for students. I also felt as if Dr. Milaschewski's approach to the COVID-19 response brought a new calmness and confidence in what the District was doing.

Dr. Milaschewski's work with the Budget and the ongoing Killam project had the sense of a seasoned veteran at work to me. Again, I point back to his reliance on input from experienced staff and stakeholders in his decision making and presentation.

The budget increase was modest, but I was impressed with – to use the cliché – bang for the buck. There were a lot of asks and they will all make the district better for students without huge spending increases. I am particularly excited about the use of Fellows and I look forward to hearing an update on it next year.

Policy work is an ongoing and arguably the most student-centered duty of the School Committee and by extension the Superintendent and there are many of these decisions made throughout the year. Dr. Milaschewski's work with the Committee and recommendations on Masking Policy and ALICE protocols was well prepared with the best interest of students in mind.

In today's environment Human Resources has become an increasingly complex role in an organization. Dr. Milaschewski has expertly managed a highly effective HR Director through an ongoing process of significantly upgrading how we approach hiring, union matters and culture. As I often say – our assets walk out the door every night. Dr. Milaschewski gets this, and he understands that this has a direct impact on students and teaching and learning.

Something that I feel is long overdue is assistant principals at the elementary level and I look forward to hearing Dr. Milaschewski's approach and recommendations on this.

## Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |   |   |   |    |
|---|---|---|---|----|
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | □  |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | □ | □ | □ | X□ |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)   | □ | □ | □ | □  |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.   | □ | □ | □ | X□ |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br><p>I believe one of Dr. Milaschewski' s biggest strengths is his thoughtful two-way communication. Often individuals believe good communication is regular updates etc. and it is, but more importantly it is listening to concerns and ideas. From his first day Dr. Milaschewski has taken this two-way communication very seriously and undoubtably understands it is key to his and the districts long term success.</p> <p>I don't recall ever giving an "E" rating for any category and my first thought was to rate this as Proficient as my comparison was to past practices but after much reflection past practices should not be an indicator in my mind as communication has been exemplary and it should be attributable to the current superintendent's performance on its own and not comparable to what I am used to.</p> |   |   |   |    |

## Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|   | U                        | NI                       | P                          | E                        |
|---|--------------------------|--------------------------|----------------------------|--------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>IV-B. Cultural Proficiency:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.  | <input type="checkbox"/> | <input type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br>Professional Culture encompasses a lot of the outstanding work that Dr. Milaschewski and his staff have done this year in the collective goal toward excellence.<br><br>The February and April vacation academies were a creative and cost-effective way to address learning deficiencies that were exacerbated by the pandemic. The data will determine the effectiveness. This is a great example of the districts commitment to equity and achieving excellence for all.<br><br>Dr. Milaschewski' s commitment to METCO and his willingness to include and listen to our Director's thoughts and needs has been outstanding. The program expansion addresses long over needs in our district and community as does the creative way of combining the METCO Coordinator / School Counselor role. I have appreciated the thoughtful and diligent hiring process that has and is being used in filling these positions. |                          |                          |                            |                          |

Dr. Milaschewski' s continual work in finding ways to provide additional opportunities and challenges to our students through is relationships has and will be a great added benefit to our district.

Dr. Milaschewski wasted no time in looking for ways to provide tuition free Full-day Kindergarten. His collaboration with the committee and the town to find creative funding ways was commendable work during many other things that were going on. There has been a lot of talk about this, and I appreciate Dr. Milaschewski' s willingness to put talk to action. We are not completely there yet but there are the workings of a plan in place which has been long overdue.

There is a buzz in Reading about the schools and its leadership team and a lot of this comes from the thoughtful and productive visibility the community is seeing from Dr. Milaschewski and his team.

Further, the collaborative leadership style will pay dividends as many minds at the table always produces superior results.



# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. Thomas Milaschewski  
**Evaluator:** Thomas Wise 2022-06-02  
**Name** **Signature** **Date**

## Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

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

## Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

**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.

**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.

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

# End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

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

### Comments:

**Summary:** My summary here will mirror that of my Formative Assessment of Dr. Milaschewski. He has started his career here in Reading in a very strong way. His collaborative nature brings people in. His willingness to roll up his sleeves and dive into a classroom with Students and Teacher is appreciated by so many staff members. He has quite literally brought a breath of fresh air. With all that said, it is too early in his career to rate him Exemplary. We need to see evidence of instructional practice improvements for our teachers and outcome improvements for our students. The foundation is set for that to happen, but much work remains. Dr. Milaschewski sets the bar very high for himself and I appreciate that. He walks it and talks it. He analyzes the data, collaboratively works on solutions, and builds up the capacity of his team. He is the leader Reading Public Schools needs now and I appreciate being able to work with him. Thus, his overall rating from this reviewer is Proficient.

**Student Learning Goal: Coaching, Developing, and Supporting Principals.** As I look through all the deliverables associated with this goal, Dr. Milachewski checked the box on each. However, this is not a one-year goal and we have not yet observed the fruit of the labor. For that reason, I am rating this as Significant Progress. Dr. Milaschewski completed the research, both around the need for Principals as Educational Leaders and around his process of coaching / mentoring them through the constant challenge we have endured throughout the COVID era. Additionally, he designed a structure that enabled the time for this professional development for the Principals in a job-embedded way, including collective feedback to each other. The process also includes tying evidence-based practices to the coaching. This perhaps is one of the items I am most excited about and curious to see the growth of, both of Dr. Milaschewski and each of his Principals. Throughout the year, including most recently in the many presentations for ARC Core, Dr. Milaschewski has demonstrated vulnerability in his own understanding and growth of that understanding. This fosters a culture of continuous improvement and openness to further evidence that may improve student outcomes. This is great to see and his openness resonated time and again with Teachers, Principals and District Leadership. For clarity's sake, the only reason I am rating this as SIGNIFICANT PROGRESS is because the results are pending. He completed the key actions, but as discussed, this will be a

multi-year process to the results and Principals confidently saying they can are Educational Leaders and not just Operational Managers will be the final measure to close this goal.

**Professional Practice: New Superintendent Induction Program.** The feedback we have received from both Dr. Milaschewski and his coach, Dr. Chris McGrath, has been very positive here. This is year one of a three-year program and we have already seen positive returns for Dr. Milaschewski, the cohort he is involved in and his coach. Dr. Milaschewski and Dr. McGrath seem to have a relationship of “iron sharpens iron” and Dr. McGrath even commented about how the learning is bi-directional. While this is a three-year program, the evidence so far has outstanding.

**District Improvement Goal: Effective Entry and Direction Setting.** Much of my commentary from the Formative assessment holds. The Entry was excellent and included gathering feedback from so many parties – Parents, Teachers, Administrators, other Town Staff, etc. Additionally, the Direction Setting, so far, is on course. As Dr. Milaschewski laid out in his District Improvement Plan update, we have much work to do to finalize the Direction Setting. However, so far, we have seen great progress and been able to move the District forward this year with the decision around ARC Core perhaps being the most critical for the future of the District. There is much more to do here though so this is not quite complete, and thus, will receive a rating of Significant Progress.

**District Improvement Goal: Maintaining Momentum During the Transition.** Dr. Milaschewski’s execution against this goal has been truly exemplary. During his entry, we didn’t skip a beat and in fact increased the momentum. Dr. Milaschewski was active in advocating for our Teachers and Students and designed a Budget that addresses the ability to learn post COVID. Additionally, the COVID gap was fully acknowledged and under his leadership, Dr. Hardy was able to execute to vacation camps to help address the learning loss. Additionally, Dr. Milaschewski is ever present in the schools and that has been so appreciated by Students, Teachers, Principals, and other Staff Members. During my time visiting schools, I have seen numerous kids that know him by name, and he has been able to get to their level to help and guide them. Technically, he still has to complete the Summative reviews of his team, but I have no doubt that will be completed and have seen evidence of progress so far.

# Superintendent's Performance Goals

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

| Goals                              | Focus Indicator(s) | Description  | Did Not Meet             | Some Progress            | Significant Progress                | Met                                 | Exceeded                            |
|------------------------------------|--------------------|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Student Learning Goal</b>       | II-B               | <b>Coaching, Developing, and Supporting Principals.</b> Design and implement a district strategy for coaching, supporting, and developing principal talent.  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Professional Practice Goal</b>  | III-C              | <b>New Superintendent Induction Program.</b> Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>District Improvement Goal 1</b> | I-E, IV-E          | <b>Effective Entry and Direction Setting.</b> By late spring, the district will have broad recognition by key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>District Improvement Goal 2</b> | II-A, IV-A         | <b>Maintaining Momentum During the Transition.</b> Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

| I. Instructional Leadership  | II. Management & Operations   | III. Family & Community Engagement   | IV. Professional Culture   |
|--|---|--|--|
| I-A. Curriculum<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision Making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Law, Ethics and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communication<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>IV-F. Managing Conflict |

# Superintendent's Performance Rating for Standard I: Instructional Leadership

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U   | NI                       | P                                   | E                        |
|--|---|--------------------------|-------------------------------------|--------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.<br><input type="checkbox"/> Focus Indicator (check if yes)   | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                                     |                          |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.  | <input type="checkbox"/>  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>With respect to Data Informed Decision Making, I give Dr. Milaschewski high grades overall. Some examples of what has happened as a result of his, and that of his team's analysis include: <ul style="list-style-type: none"> <li>• Implementation of the February and April vacation academies with targeted students based on their MCAS and District Measures.</li> <li>• Focus on reading as a core area for improvement, culminating in the proposal to implement ARC Core for reading and writing instruction with implementation over the next four years. This came to the forefront after Dr. Milaschewski and team looked at our subgroup data on the MCAS and saw the EdReports data on the Units of Study and Fountas &amp; Pinnell curriculum tools we currently use.</li> </ul> |   |                          |                                     |                          |

To move this to exemplary, we need to implement more regular data capture, data teams and adjusted instruction aligned with the data. This is happening in some pockets, but it needs to be systemized across the district and appropriate professional development for the Principals and Teachers needs to be put in place. I expect this will be an addition to our existing Student Support Teams once the infrastructure is in place.

## Superintendent's Performance Rating for Standard II: Management & Operations



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)   | U                        | NI                       | P                                   | E                                   |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>II-E. Fiscal Systems:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

The Environment was a huge focus for Dr. Milaschewski this year in three core ways:

- **Physical health and safety with COVID.** Dr. Milaschewski was great at working with the Director of Nurses throughout the year. He advocated on behalf of her to add nursing staff early in the year and again for next year. He also worked quite effectively with her and the Public Health Director of the Town of Reading with respect to the mask removal at the end of February. The collaborative, consensus building approach he took there was yet another example of his style.
- **Social Emotional.** Dr. Milaschewski observed and listened to his staff as he and his team were building the budget for FY23. That is most evident in the huge investment in Social Emotional needs of our students. We see that with the Adjustment Counselors at the Elementary and High School Level as well as the expansion of the Stepping Stones program at the High School. If students aren't emotionally ready to learn, they won't so this foundational investment is great to see.
- **Culture.** The culture has done a complete 180. The casual conversations with staff as well as evidence provided by Dr. Milaschewski demonstrates his style of collaboration, his inclusiveness of teacher voice, his focus on principals as educational leaders and his constant presence in schools has been extraordinarily well received.

With all this focus and his demonstrated leadership in this space, I rate this category Exemplary.

On the Human Resources Management and Development front, Dr. Milaschewski and his team are off to a great start. Many, small, but noticeable changes have been implemented by Director of Human Resources Michelle Roach. Dr. Milaschewski has trusted her to make these change and they have benefited the District, even during a time when finding staff and filling vacancies is a far reaching problem.

Additionally, Dr. Milaschewski has commenced the process of coaching the Principals into educational leaders rather than merely operational managers. This is a critical lever to pull over the next few years as we drive for improvement across the district. I would like to see programs to develop more inhouse talent as we have a few interested parties in moving up into administration. Thus, it would be great to see Dr. Milaschewski and Michelle Roach work on such a program to grow our internal bench.

While I initially considered this as Proficient overall, the Professional Culture change has been so vast that I have to adjust my initially thinking to make this Exemplary

## Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

|  | U                        | NI                       | P                        | E                        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br><p>Dr. Milaschewski's Entry Plan forced a great deal of communication between himself, each school community, and many other stakeholders across the town. Additionally, his weekly updates were relevant, available in many forms and demonstrated the collaborative nature of central office by having them signed by the team. He also was able to adjust his video updates to include closed captioning in many different languages at the request of one committee member.</p> <p>His style is gracious and well received by virtually every staff member I have had the pleasure of seeing in action or talking with. He also has the innate ability to get down to the level of each student, whether at the high school or all the way down to RISE. I will never forget seeing his interaction with a REACH program student and they way he was able to engage in thoughtful yet challenging and affirming communication with that student. In doing so, he sets a high bar and demonstrates the way in which he wants the staff of the district to interact with ALL our students.</p> <p>Further, Dr. Milaschewski has proven his ability to work with the Reading Teachers Association in a very collaborative fashion. One point of evidence for this was the Mask process in February 2022. Further, he has developed a great working relationship with the new Town Manager, Fidel Maltez, in a very short period of time, which I attribute to this communication style and collaborative nature.</p> <p>Overall, his communication has been Exemplary.</p> |                          |                          |                          |                                     |

## Superintendent's Performance Rating for Standard IV: Professional Culture



| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)  | U                        | NI                       | P                        | E                                   |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input checked="" type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |



|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>IV-B. Cultural Proficiency:</b> 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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>   | □ | □ | □ | □ |
| <p><b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | □ | □ |
| <p><b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>   | □ | □ | □ | □ |
| <p><b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.</p> <p><input checked="" type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | ☒ | □ |
| <p><b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>  | □ | □ | □ | □ |
| <p><b>OVERALL Rating for Standard IV: Professional Culture</b></p> <p>The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.</p>   | □ | □ | □ | ☒ |
| <p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>Dr. Milaschewski is not afraid to shoot for a high bar. To achieve that, he knows he needs to hold himself to a high bar and needs to foster the same mindset across the district. He has demonstrated this throughout the year when he looks at the data, presents to the committee, talks with principals and teachers and works with students. Thinking back to that conversation with the student in REACH, even that discussion was holding a high bar for the student – asking him to do research, asking for evidence to back up his claims, engaging the teacher in part of the process, and maintaining joint accountability the next time they saw each other. It was a small example, but one that spoke to me about his expectations for EVERY student.</p> <p>We have seen this commitment to high standards fostered across the leadership team and across the district. Whether it is a presentation on the MCAS scores in which we highlight areas where we need to do better or the Equity statement we went back to time and again throughout the year, the focus on ALL learners was evident. This culminated recently with the presentations to the School Committee, the Reading ARPA Advisory Committee and the Select Board about the new literacy curriculum – which was pursued so ALL students could achieve grade level (or higher) literacy levels.</p> <p>The Shared Vision is a work in progress, but the continual engagement of stakeholders has been impressive to behold. Whether it is providing all parents and staff the ability to provide feedback prior to visiting each school or engaging search committees in the process of finding the best principal for Wood End or Parker, Dr. Milaschewski engages all stakeholders in the process. While the Vision is not yet complete, and thus the Proficient rating, we have seen great strides throughout the year with many baby steps to improve our District.</p> <p>Overall, due to the High Standards focus and my belief in that as a core need for the district, I will rate this category as Exemplary.</p> |   |   |   |   |



# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



82 Oakland Road  
Reading, MA 01867  
Phone: 781-944-5800  
Fax: 781-942-9149

To: Reading School Committee  
From: Michelle Roach, Human Resources Director  
Date: June 9, 2022  
Re: Paraeducator Holiday Schedule

The School Committee and Reading Paraeducators Association met during May 2021 to negotiate and finalize a collective bargaining agreement effective July 1, 2021, and expiring June 30, 2024. The Reading Paraeducators Association voted to accept the negotiated CBA and it was subsequently signed by both parties. At the time of negotiation and Association vote, Juneteenth (June 19<sup>th</sup>) was not yet a federal holiday.

Juneteenth became a federal holiday on June 17, 2021. As such, it was negotiated and accepted as part of the holiday schedule for the following associations: Reading Cafeteria Employees, Reading Facilities School Custodians, and Reading Administrative Secretaries. Given the timing of negotiations with the Reading Paraeducators Association, it was unable to be included in their holiday schedule. The attached MOA would entitle the Reading Paraeducators Association to Juneteenth (June 19<sup>th</sup>) as a paid holiday when it falls during the school year and is observed on a day the paraeducator is scheduled to work within the regular work week.

**MEMORANDUM OF AGREEMENT**  
**BETWEEN**  
**THE READING SCHOOL COMMITTEE AND**  
**READING PARAEDUCATORS ASSOCIATION**

The Reading School Committee (“Committee”) and the Reading Paraeducators Association (“Association”) agree to amend their July 1, 2021-June 30, 2024 collective bargaining agreement (“CBA”) with the modifications agreed upon in this Memorandum of Agreement (“MOA”). This agreement shall remain in effect through June 30, 2024, and at which date it shall expire, unless the parties negotiate and agree to an Amendment.

The Committee and the Association collectively referred to as the “parties,” have reviewed the holidays contained within Article 12. Both parties agree that each employee shall be entitled to Juneteenth (June 19<sup>th</sup>) as a paid holiday when it falls during the school year and is observed on a day the paraeducator is scheduled to work within the regular work week.

This agreement shall not be modified except for in writing and by mutual agreement and consent of both parties.

FOR THE READING SCHOOL COMMITTEE

FOR THE READING PARAEDUCATORS ASSOCIATION

\_\_\_\_\_

Chair

\_\_\_\_\_  
\_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_

## Brown, Susan

---

**From:** Wise, Thomas  
**Sent:** Tuesday, June 7, 2022 12:54 AM  
**To:** Frederick Van Magness  
**Cc:** Milaschewski, Thomas; Brown, Susan  
**Subject:** RE: ARPA Funds....additional School Security Investment

Fred -

Thank you for your e-mail and your willingness to advocate for such support.

I wanted to quickly let you know that the town completed security improvements to our schools and other town buildings only about a year ago. Town Meeting appropriated about \$4MM to complete that project. That project was undertaken after consultation with external security experts. Additionally, the schools hold developmentally appropriate drills in concert with the Reading Police multiple times per year.

With that said, I promise to reach out to our facilities director to see if he believes there is anything left to do.

Thank you.

Thomas Wise  
Chair  
Reading School Committee

Email: [thomas.wise@reading.k12.ma.us](mailto:thomas.wise@reading.k12.ma.us)  
SC Distribution List: [schoolcommittee@reading.k12.ma.us](mailto:schoolcommittee@reading.k12.ma.us)  
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-----Original Message-----

**From:** Frederick Van Magness <[fvanmagness@gmail.com](mailto:fvanmagness@gmail.com)>  
**Sent:** Thursday, June 2, 2022 1:30 PM  
**To:** DG School Committee <[SchoolCommittee@reading.k12.ma.us](mailto:SchoolCommittee@reading.k12.ma.us)>; [selectboard@ci.reading.ma.us](mailto:selectboard@ci.reading.ma.us)  
**Subject:** ARPA Funds....additional School Security Investment

CAUTION: This email originated from outside of Reading Public Schools. Do not click links or open attachments unless you recognize the sender email address and know the content is safe.

Dear Select Board and School Committee members,

I have read about deliberations and some of the "handouts...real or proposed" of the ARPA funds. In considering where to spend additional funds, maybe you should take a step back and evaluate how much additional money should be spent adding more hardening to ALL of the Reading schools. Despite what has been spent in the recent past, are all of the

schools really secure? Have they been really tested? I've seen the high school not secure. Just look at the lessons already flowing from Uvalde. Additional long term investment in the safety of 3500 + kids instead of senior center trips or some of the salary bonuses being proposed would be a better use of funds. Hire a couple of professional school security experts from outside of Reading and have them fully evaluate and test vulnerabilities periodically....then continue to fix them with a real investment of these funds.

Fred Van Magness Sr.  
243 Franklin St.