

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Paul Ash
Evaluator: Judith A Crocker
Name: Judith A Crocker **Signature:** Judith A Crocker **Date:** 6/11/15

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

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

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

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.
Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**
Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership (Section E): <i>Data-informed Decision Making</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations (Section A): <i>Environmental Factor</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement (Section D): <i>Family Concerns Indicator</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture (Section E): <i>Shared Vision Development</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input type="checkbox"/>	High <input type="checkbox"/>
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Step 5: 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* or Impact on Student Learning rating of *high* or *low*.

Comments:

See attached.

Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	Parent Team Participation and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Expand Student Social Services Build Resiliency work with others to reduce stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	New Superintendent Transition	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Hire major positions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Collaborate to Develop School Facilities Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Goals (if any)						
6	Unit A Collective Bargaining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Superintendent's Performance Rating for Standard I: Instructional Leadership



Section E

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I
(Circle one.)

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.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations

Section A

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II
(Circle one.)

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.

Proficient

Unsatisfactory

Needs Improvement

Exemplary

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

Examples of evidence superintendent might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data

- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports

- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

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

Section D

Unsatisfactory	Needs Improvement	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check one box for each indicator and circle the overall standard rating.

III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.

III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.

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

III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.

Overall Rating for Standard III (Circle one.)

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.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

see attached

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



Section E

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV
(Circle one.)

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.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

see attached

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: _____

Superintendent Evaluation – J Crocker June 2015

Superintendent Performance Goals

1. District Improvement: New Superintendent Transition

While the Superintendent has made an effort to work with the incoming Superintendent, his professional demeanor and intentions have been inconsistent and at times unprofessional and unbecoming a person of his position.

Key examples include:

- Inappropriate use of language and conversational tone
- Inconsistent incorporation of the incoming Superintendent's wishes

2. Hire Major Positions

While the current applicant pool has proved near nonexistent for the position of Director of Educational Technology for some time, I would have hoped that the Superintendent would have developed other creative solutions rather than relying solely on applying for a critical shortage waiver from the state over at least the last 6 years. For example, there has been ample time to develop training for the position from the current Director to individuals from within the current department and/or spread the job description into multiple other positions.

3. Collaborate to Develop School Facilities Plan

The Consensus Plan developed by the Board of Selectmen working with the School Committee, Capital Expenditures Committee and Appropriations Committee is, in its essence, a vehicle to make clear to the community what the School Committee could not. Over the many 2015 Summit meetings, it was clear to 3 out of 4 involved committees that the School Committee was not managing the task at hand with confidence. In order to instill the confidence and leadership necessary for moving ahead with the agreed upon urgency, this document was created to assure those committees involved and the community that a process with clear steps is in place to meet the layered goals in developing a school facilities plan.

Given the negative feedback over the course of the 9 Summit meetings, both at and outside the meetings, the Superintendent did not advise the School Committee, either as a committee or its chair, in presenting itself as a cohesive decision-making entity. This was in spite of two School Committee members making individual presentations to the School Committee and various Summit Meetings in an attempt to frame the school facility conversation in a more streamlined and unified manner.

Respecting the many meetings attended by the Superintendent over the course of the Summit process and in the development of the School Master Plan, I assigned a score of Significant Progress to this category versus Some Progress.

Superintendent Performance Rating for Standard III: Section D

The process to-date by which Lexington Public Schools and the Lexington School Committee has used to address the PreK-12 overcrowding concerns and promote community support has been lengthy and involved the collaboration of many constituents, boards, committees, and consultants. While Dr. Ash exhibited due diligence in all steps of the process, some of the completed key action steps were not achieved without added layers of community and committee angst which I strongly feel should and could have been avoided.

Key examples include:

- When working with the ad hoc School Master Planning Committee, requested information regarding use of non-general elementary and middle school educational space and lunch schedules was not supplied. Contrary to his reasoning that such information is not necessary for the Master Planning process and that it would be difficult for principals to supply it, the Superintendent voiced his concern in a June 9 memo presented to School Committee where he discussed the urgent need for a superintendent's advisory committee to be established to make a recommendation to the School Committee by July 8 which would include projecting the number of general and specialized classrooms needed in each school.
- Failed to inform School Committee members on the ad hoc School Master Planning Committee that its chair should be a School Committee member and not the superintendent.
- Failed to inform the School Committee that some elementary schools currently do not follow one of the School Committee's criteria for dedicated specialist space at all schools. The School Committee learned of this discrepancy from public comments made by one such school's principal during a School Committee meeting (Sept 2014). When asked if he was aware of this practice, he replied yes but had no comment on why the School Committee was not informed.
- Failed to inform the School Committee of individual school plans to address potential future overcrowding in a timely fashion. School Committee members learned of some of this information by being audience members at public elementary school informational forums or principal comments given while in the audience of School Committee meetings. In addition, on one occasion the superintendent failed to correct a school principal presenting at such a forum in a timely manner of their use of inaccurate and damaging descriptive narratives of a potential solution being pursued by the School Committee (Bowman Oct 2014).

- On more than one occasion, publically raised his recommendations for one elementary school's overcrowding issue (Fiske grade 4-5) that had previously been voted down by the School Committee. This created communication confusion and community anxiety.
- Failed to inform the School Committee of 6 public forums given by the architectural consultant nor has received regular updates as agreed upon by the Board of Selectmen and School Committee chairs. In addition, one such forum was scheduled during a posted School Committee meeting. Such actions make it very difficult for the School Committee when it learns of new information in a public setting on a regular basis, particularly when not all School Committee members can attend. Improved communication between the Director of Facilities and Superintendent working with the School Committee is paramount.

Superintendent Performance Rating for Standard IV: Section E

The development of a district mission/vision statement was lengthy and inconsistent. While the creation of such a document is understandably not a priority to the day-to-day operations of the district, the process by which the document was drafted and revised could be improved.

Key examples include:

- It is unclear if all Site Based School Councils (SBSC) reviewed and provided input on the draft document. Agendas and minutes for some SBSC's are not available online in order to review their input, which also questions following of Open Meeting Law.
- I question how this input process can be ongoing as stated in the Superintendent's key actions if the School Committee has voted to approve a draft of this policy in form.
- The draft process took at least 2 years and was not inclusive of community and parent groups until the School Committee raised this point. This is not a proficient use of time or fully transparent.

Step 5: Evaluator Comments

Dr. Ash is a highly knowledgeable superintendent. He has an excellent grasp of budget finance, labor relations, and government mandates and is a strong advocate for professional learning.

While it is clear that Dr. Ash has the best interest of the district in mind, his actions are not consistent. He has not demonstrated continuous collaborative leadership between departments, both school-school and school-municipal. His management style does not always lend itself to complete transparency. Dr. Ash prefers to macro-manage his building administrators and this is not always appropriate; the result can work against building organizational capacity and School Committee objectives.

Most troubling has been the unevenness of support provided to the School Committee within the realms of communication, board support, and information given that the School Facilities Plan is one of the largest community building endeavors ever undertaken by the Town.