

**Annual Evaluation of the Superintendent
By the Lexington School Committee**

For the period from February 29, 2012 to February 28, 2013

Superintendent: Dr. Paul Ash

School Committee Members

Margaret Coppe, Chair

Alessandro Alessandrini, Vice-Chair

Bonnie Brodner

Jessie Steigerwald

Mary Ann Stewart

Signature

Date of completion:

04/20/13

Alessandrini

A. Meeting of Annual Goals *If a goal directly ties to annual job performance, the evaluation section where it can be found is listed in parentheses.*

A. Meeting of Annual Goals	Excellent		Satisfactory			Fails to meet expectations	
	7	6	6.5	4	3	2	1
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences	7	6	6.5	4	3	2	1
a. Curriculum review	7	6	5	4	3	2	1
b. District goals			4.5				
c. School Improvement Plans			5				
d. Assessment of programs – (Sect. C)	6.5		5	4	3	2	1
e. MCAS review – (Sect. C)	6.5		5	4	3	2	1
f. Process to identify student needs and deliver services	7		5.5	4	3	2	1
2. Ensures that the faculty and staff are of high quality, and are enabled and supported to perform at the highest professional level	6.5		5	4	3	2	1
a. Support professional development – (Sect. F)	7	6	5	4	3	2	1
b. Implement a more effective hiring process	7		5.5	4	3	2	1
3. Obtain and manage financial resources							
a. Work with School Committee, PBC, and DPF on the Bowman, Bridge, and Estabrook projects	7	6	5	4	3	2	1

b. Develop a 5-year capital plan	7	6	5	4	3	2	1
c. Improve facilities maintenance	7	6	5	4	3	2	1
d. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	6.5	5	4	3	2	1	

B. Relationship with the School Committee

The School Committee relies on the Superintendent in order to make informed decisions that will affect the quality of education for Lexington's children receiving public school education. In order to promote a climate of mutual respect and trust, a professional working relationship should be maintained. It is expected that the Superintendent will support and implement School Committee policies and directives, and effectively communicate these to the students, staff, and members of the community.

B. Relationship with the School Committee	Excellent			Satisfactory		Fails to meet expectations
	7	6	5	4	3	
1. Interprets, supports, and executes the intent of all School Committee policies.	7	6	5	4	3	2.5 1
2. Keeps the School Committee informed on issues, needs and operation of the School District.	7	6	5.5	4	3	2 1
3. Gives a recommendation to the School Committee on items requiring School Committee action, based on thorough research and analysis.	7	6	5	4	3	2 1
4. In collaboration with the chair, helps establish clear direction for School Committee meetings, and provides to School Committee agendas and support materials in a timely fashion to allow for informed policy formation and decision-making.	7	6	4.5	3	2	2 1
5. Maintains a professional working relationship with the School Committee.	7	6	5	3.5	2	2 1
6. Seeks and accepts constructive criticism from members of the School Committee.	7	6	5	4	3	2 1
7. Remains impartial toward the School Committee; treats all Committee members alike.	7	6	5	4	2.5	2 1

C. Educational Leadership

Educational decisions must address the needs of all students. The Superintendent should keep abreast of the latest research and developments in the field of education. Curriculum evaluation and development, professional evaluation and development, and student assessment should all be considered in the formulation of short and long-range goals and objectives.

C. Educational Leadership	Excellent	Satisfactory			Fails to meet expectations		
		7	6	5	4	3	2
1. Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement.	7	5.5	4	3	2	1	
2. Ensures current principles and best practices are implemented, based on data collection and on research to foster effective classroom instruction and educational decisions.	7	6	5	4	3	2	1
3. Holds principals, teachers and staff accountable for having high and appropriate standards for every student and for helping students to meet them.	7	5.5	4	3	2	1	
4. Aligns instruction and assessment with state and federal frameworks and with community standards that reflect high standards for learning.	7	5.5	4	3	2	1	
5. Works to improve MCAS and other standardized test scores for each school and each student sub-group within the district.	7	6	5	4	3	2	1
6. Challenges the educational community to raise expectation of students' capacity for learning.	7	6	5	4	3	2	1
7. Develops the mission and vision statements for the district.	7	6	4.5	3	2	1	

D. General Management

The Superintendent has the responsibility for the efficient and effective operation of the school system. With the School Committee, the Superintendent develops goals and objectives that provide the framework and directions for successful leadership and management. It is important that the Superintendent is familiar with the state and federal laws, Department of Elementary and Secondary Education regulations, School Committee policy, and community values and expectations.

D. General Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Implements the mission and vision statements of the District.		6.5	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices.		6.5	5	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his/her own action.	7	6	4	4.5		2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community.	7	6	5	4	2.5		1
5. Ensures a safe environment for all students and employees, including emergency procedures	7	5.5		4	3	2	1

E. Budget Management

The School Committee has the responsibility of studying and approving the budget, and the Superintendent has the responsibility to present that budget to the School Committee in a manner that promotes their full understanding. The budget should take into consideration the needs of the entire system based on a formal assessment process. The need to promote the school system and gather community support for school finances is an integral part of the budget process.

E. Budget Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office.	7	6	5	4	3	2	1
2. Involves staff in budget preparation and setting priorities.	6.5		5	4	3	2	1
3. Works collaboratively with Town Manager and the appropriate Boards, Commissions, and Committees to ensure the financial needs of the schools are clearly understood and aligned with other town needs.	7	6	5	4	3	2	1
4. Works with the School Committee to make budget documents available to the School Committee and the public in a timely fashion.	7	6	5	4	3	2	1
5. Explains and advocates for the school budget to the School Committee, Town Meeting, and the public.	7	6	5	4	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices.	6.5		5	4	3	2	1
7. Implements and follows meaningful financial reporting system, e.g., provides clear and concise budget status summaries to the School Committee on a quarterly basis.	7	6	5	4	3	2	1

F. Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. The Superintendent should foster an environment conducive to good teaching and should be alert to issues that affect staff morale. The Superintendent should develop and lead a meaningful staff evaluation program, and should provide professional development opportunities that meet the needs of staff. The School Committee should be kept informed in appropriate matters of collective bargaining, performance standards, professional development, and grievances.

F. Personnel Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system.	7	6	5	4	3	2	1
2. Develops and encourages practices that continue to increase the diversity of the staff and supports that diversity.	7	6	5	4	2.5		
3. Is responsible for a professional development plan based upon the needs of the District and aligned with the goal of improving curriculum and instruction.	7	6	5	4	3	2	1
4. Serves as a resource to the School Committee on matters of collective bargaining.	6.5		5	4	3	2	1
5. Effectively uses a team approach to solving problems.	7	6	5	4	3	2	1
6. Builds employee job satisfaction through listening, encouragement and appreciation of good performance.	7	6	5	4	3	2	1

G. Communications and Public Relations

Public awareness is vital for the support of education in Lexington. The Superintendent should ensure that staff, students, parents, and the community are kept informed of the mission, the needs, and the accomplishments of the school system. A strong, open and positive posture is needed in building public support.

G. Communications and Public Relations	Excellent		Satisfactory		Fails to meet expectations		
	7	6	5	4	3	2	
1. Fosters mutual trust and collaboration within the District, and between the schools and the community.	7	6	5	4	3	2	1
2. Works to improve internal and external communications.	7	6	4.5		3	2	1
3. Ensures that timely communication on important matters is provided to parents.	7	5.5	4		3	2	1
4. Works collaboratively with parent/teacher organizations, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects.	7	6	5	4	3	2	1
5. Establishes an outreach to diverse groups within the community.	7	6	5	4	3	2	1
6. Is visible to the community, gaining support for the schools.	7	6	4.5		3	2	1
7. Handles media relations skillfully.	7	6	5	4	3	2	1

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
A. Meeting of Annual Goals	7	6.1	5	4	3	2	1
B. Relationship with the School Committee	7	6	5	4	3	2	1
C. Educational Leadership	7	6	5.3	4	3	2	1
D. General Management	7	6	5	4.6	3	2	1
E. Budget Management	7	6	5	4	3	2	1
F. Personnel Management	7	6	5	4	3	2	1
G. Communications and Public Relations	7	6	5	4	3	2	1
Overall rating:	5.2						

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a. Curriculum review	7	(6)	5	4	3	2	1
b. District goals	7	(6)	5	4	3	2	1
c. School Improvement Plans	7	(6)	5	4	3	2	1
d. Assessment of programs – (Sect. C)	7	6	(5)	4	3	2	1
e. MCAS review – (Sect. C)	7	(6)	5	4	3	2	1
f. Process to identify student needs and deliver services	7	6	5	(4)	3	2	1
2. Ensures that the faculty and staff are of high quality, and are enabled and supported to perform at the highest professional level	7	(6)	5	4	3	2	1
a. Support professional development – (Sect. F)	7	(6)	5	4	3	2	1
b. Implement a more effective hiring process	7	(6)	5	4	3	2	1
3. Obtain and manage financial resources	(7)	6	5	4	3	2	1
a. Work with School Committee, PBC, and DPF on the Bowman, Bridge, and Estabrook projects	(7)	6	5	4	3	2	1

b. Develop a 5-year capital plan		7	6	5	4	3	2	1
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2. Involves staff in budget preparation and setting priorities.	7	6	5	4	3	2
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3. Ensures that timely communication on important matters is provided to parents.	7	6	(5)	4	3	2	1
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5. Establishes an outreach to diverse groups within the community.	7	6	5	(4)	3	2	1
6. Is visible to the community, gaining support for the schools.	7	6	(5)	4	3	2	1
7. Handles media relations skillfully.	7	6	5	(4)	3	2	1

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
A. Meeting of Annual Goals . 5.6	7	6	5	4	3	2	1
B. Relationship with the School Committee - 6.0	7	6	5	4	3	2	1
C. Educational Leadership - 5.6	7	6	5	4	3	2	1
D. General Management 5.2	7	6	5	4	3	2	1
E. Budget Management 7.0	7	6	5	4	3	2	1
F. Personnel Management 5.1	7	6	5	4	3	2	1
G. Communications and Public Relations 4.7	7	6	5	4	3	2	1
Overall rating: 5.6							

Dr. Ash Evaluation
Submitted by Bonnie E. Brodner, SC Member
April 25, 2013

Dr. Ash, this year, has consistently performed in the excellent range under the categories of Relationship with the School Committee and Budget Management. I think he has improved tremendously in his communicating to the School Committee. There have certainly been some challenging issues LPS has been through in the past year, but Dr. Ash has notified us as soon as he was aware of any of the issues that have come up.

I have also seen him making improvements in the area of General and Personnel Management. He continues to work with the LEA leadership and Building Principals to foster trusting relationships. Professional Development continues to be a high priority within the district and Dr. Ash continues to be extremely helpful in providing any ~~information we need to make informed decisions about collective bargaining.~~ He has also made progress in hiring a more diverse staff. Over the course of this year he has made himself much more visible in the school communities, not only visiting individual schools on alternating weeks, but periodically attending, when invited, community building events within those schools. While there is still room for improvement it is clear that he has taken past critique seriously and is definitely moving forward in these arenas.

Under the Meeting of Annual Goals in most of the categories he rated excellent. The ongoing curriculum reviews, meeting of most district goals, ensuring high quality staff and supporting their professional development, budget work, work on the building projects, facilities maintenance and contract negotiations were all outstanding. When there were problems with the Bowman & Bridge project schedules in the fall, thanks to his collaboration with the Principals and cooperation with the staff and faculty, school was still able to open on time for both buildings and the impact on student learning turned out to be minimal, at most. In areas related to ensuring needs are met for all students, there is more room for growth. There are issues with both assessment and delivery of services for some students with special needs, and while I am heartened to see that there will be genuine efforts made to do better in these areas, I am disappointed that we, as a district, are not there yet.

Under Educational Leadership Dr. Ash has continued his work improving MCAS and other standardized test scores for each school and each student sub-group within the district. This is the second year in a row that 100 % of ALL of last years' 10th graders scored proficient or better on the MCAS test. Just as they did last year, students in both regular education and special education programs, students from Lexington, and students from Boston, ALL students, scored at least proficient. Dr. Ash also performed, and continues to perform, at an exemplary level working collaboratively with the Town Manager, and the appropriate Boards, Commissions, and Committees to ensure the financial needs of the schools are clearly understood and aligned with other town needs. I continue to see a very collegial relationship between the School Committee and the Board of Selectmen and I believe that is due in large part to the work Dr. Ash does in this regard.

~~As far as Communication and relations with the Public, Dr. Ash does work collaboratively~~ with parent and teacher organizations, but I haven't seen as much evidence of outreach to diverse groups within our community. I also think he needs to do more to foster trust and collaboration within and between the schools and the community. I mentioned it last year, but I would like to mention again that the revival of the "our schools" column Dr. Ash wrote years ago could be a good way to help that communication. I would like to see that revived if at all possible.

**Annual Evaluation of the Superintendent
By the Lexington School Committee**

For the period from February 29, 2012 to February 28, 2013

Superintendent: Dr. Paul Ash

School Committee Members

Margaret Coppe, Chair

Alessandro Alessandrini, Vice-Chair

Bonnie Brodner

Jessie Steigerwald

Mary Ann Stewart

Signature

Date of completion:

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	7	6	5	4	3	2	1
1. Implements the mission and vision statements of the District.	7	6	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices.	7	6	5	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his/her own action.	7	6	4	4	3	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community.	7	6	5	4	3	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures	7	6	5	4	3	2	1

E. Budget Management

The School Committee has the responsibility of studying and approving the budget, and the Superintendent has the responsibility to present that budget to the School Committee in a manner that promotes their full understanding. The budget should take into consideration the needs of the entire system based on a formal assessment process. The need to promote the school system and gather community support for school finances is an integral part of the budget process.

E. Budget Management	Excellent	Satisfactory			Fails to meet expectations		
		6	5	4	3	2	1
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office.	7	6	5	4	3	2	1
2. Involves staff in budget preparation and setting priorities.	7	6	5	4	3	2	1
3. Works collaboratively with Town Manager and the appropriate Boards, Commissions, and Committees to ensure the financial needs of the schools are clearly understood and aligned with other town needs.	7	6	5	4	3	2	1
4. Works with the School Committee to make budget documents available to the School Committee and the public in a timely fashion.	7	6	5	4	3	2	1
5. Explains and advocates for the school budget to the School Committee, Town Meeting, and the public.	7	6	5	4	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices.	7	6	5	4	3	2	1
7. Implements and follows meaningful financial reporting system, e.g., provides clear and concise budget status summaries to the School Committee on a quarterly basis.	7	6	5	4	3	2	1

F. Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. The Superintendent should foster an environment conducive to good teaching and should be alert to issues that affect staff morale. The Superintendent should develop and lead a meaningful staff evaluation program, and should provide professional development opportunities that meet the needs of staff. The School Committee should be kept informed in appropriate matters of collective bargaining, performance standards, professional development, and grievances.

F. Personnel Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system.	7	6	5	4	3	2	1
2. Develops and encourages practices that continue to increase the diversity of the staff and supports that diversity.	7	6	5	4	3	2	1
3. Is responsible for a professional development plan based upon the needs of the District and aligned with the goal of improving curriculum and instruction.	7	6	5	4	3	2	1
4. Serves as a resource to the School Committee on matters of collective bargaining.	7	6	5	4	3	2	1
5. Effectively uses a team approach to solving problems.	7	6	5	4	3	2	1
6. Builds employee job satisfaction through listening, encouragement and appreciation of good performance.	7	6	5	4	3	2	1

G. Communications and Public Relations

Public awareness is vital for the support of education in Lexington. The Superintendent should ensure that staff, students, parents, and the community are kept informed of the mission, the needs, and the accomplishments of the school system. A strong, open and positive posture is needed in building public support.

G. Communications and Public Relations	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Fosters mutual trust and collaboration within the District, and between the schools and the community.	7	6	5	4	3	2	1
2. Works to improve internal and external communications.	7	6	5	4	3	2	1
3. Ensures that timely communication on important matters is provided to parents.	7	6	5	4	3	2	1
4. Works collaboratively with parent/teacher organizations, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects.	7	6	5	4	3	2	1
5. Establishes an outreach to diverse groups within the community.	7	6	5	4	3	2	1
6. Is visible to the community, gaining support for the schools.	7	6	5	4	3	2	1
7. Handles media relations skillfully.	7	6	5	4	3	2	1

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
A. Meeting of Annual Goals	7	6 6.4	5	4	3	2	1
B. Relationship with the School Committee	7	6 6.0	5	4	3	2	1
C. Educational Leadership	7	6 6.6	5	4	3	2	1
D. General Management	7	6 6.4	5	4	3	2	1
E. Budget Management	7	6 7.0	5	4	3	2	1
F. Personnel Management	7	6	5 5.5	4	3	2	1
G. Communications and Public Relations	7	6	5 5.6	4	3	2	1
Overall rating:	6.2						

Dr Ash Evaluation \

2012-2013

Margaret Coppe

A. Meeting of Annual Goals

On all 12 indicators, Dr. Ash has performed in the excellent range, except for the more effective hiring process, which leads to student learning. The only reason I gave a lower rank for the effective hiring process is due to the difficulties of meeting the goal of increasing the diversity of the staff.

Commendations are due for the on-going emphasis on the social and emotional goals for students, curriculum reviews, and School Improvement Plans. Working with the Permanent Building Committee and the Department of Public Facilities on bringing the new Estabrook School in on budget, while meeting the educational program, merits special mention.

B. Relationship with the School Committee.

From my view point, Dr. Ash has worked to improve his relationships with the School Committee and the individual members. This is one area where there may be genuine differences of opinions.

I would recommend that he not lose sight of this strand and continue to work on improving this important relationship. One specific would be for him to actively communicate with the committee on his reasoning for his actions, particularly ones that might prove controversial.

C. Educational Leadership

This is the heart of our school system. Dr. Ash keeps abreast of the latest test research and developments in the field of education, which ultimately leads to student learning. Through the extensive professional development program that has been instituted in our system, the entire staff also has many opportunities to learn and grow. He has begun developing the mission and vision statements for the district and I look forward towards their completion and implementation.

D. General Management

I believe the Dr. Ash has tried to build trusting relationships with the School Committee, his employees, and the community and I would recommend that he continue to keep this as a goal.

One incident in the past year which was controversial was the action of the Athletic Director in relation to the Middlesex League and the girls' basketball schedule. I am satisfied that by quickly acting, investigating, and ultimately apologizing to the League for the actions of his employee that he handled it well. I also view the disciplinary action of unpaid suspension of one week was adequate.

E. Budget Management

This continues to be Dr. Ash's outstanding achievement. Although educational leadership is of primary importance in a superintendent, funding that leads to the excellence of the system is critical.

F. Personnel Management

As noted earlier, professional development remains strong in the district. I am especially pleased that money has been put in the contract for tuition reimbursement for staff.

Dr. Ash brings a number of resources to the committee on collective bargaining. The Unit A contract was negotiated to the satisfaction of both the employees and the administration.

He has begun a pilot plan for the implementation of the new state-mandated evaluation process for teachers and administrators.

G. Communications and Public Relations

This has been a difficult year for communicating with the school community with the Lichtenstein affair, the Newtown shootings, school closings due to weather, and the Boston Marathon Bombing. Dr. Ash has been responsible for putting out official statements to both the media and to the school community and has done that in cooperation with the principals.

I want to commend him for listening to the community when an unforeseen problem with the start of school in September 2013 arose in December. He took a solution to the problem put forth by a parent to the LEA, and working with the president ^{of the LEA} changed the calendar to the satisfaction of almost everyone.

I was glad to see his column appear in a recent edition of the Lexington Minuteman and encourage him to continue that practice next year.

Stewart

**Annual Evaluation of the Superintendent
By the Lexington School Committee**

For the period from February 29, 2012 to February 28, 2013

Superintendent: Dr. Paul Ash

School Committee Members

Margaret Coppe, Chair

Alessandro Alessandrini, Vice-Chair

Bonnie Brodner

Jessie Steigerwald

Mary Ann Stewart

Signature

Date of completion:

A. Meeting of Annual Goals *If a goal directly ties to annual job performance, the evaluation section where it can be found is listed in parentheses.*

A. Meeting of Annual Goals 6.84	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences 6.72	7	6	5	4	3	2	1
6.5 a. Curriculum review	7	6	5	4	3	2	1
6.8 b. District goals							
6.7 c. School Improvement Plans							
6.8 d. Assessment of programs – (Sect. C)	7	6	5	4	3	2	1
6.8 e. MCAS review – (Sect. C)	7	6	5	4	3	2	1
6.6 f. Process to identify student needs and deliver services	7	6	5	4	3	2	1
2. Ensures that the faculty and staff are of high quality, and are enabled and supported to perform at the highest professional level 6.8	7	6	5	4	3	2	1
6.8 a. Support professional development – (Sect. F)	7	6	5	4	3	2	1
6.8 b. Implement a more effective hiring process	7	6	5	4	3	2	1
3. Obtain and manage financial resources							
7.0 a. Work with School Committee, PBC, and DPF on the Bowman, Bridge, and Estabrook projects	7	6	5	4	3	2	1
7.0							

7.0	b. Develop a 5-year capital plan	7	6	5	4	3	2	1
7.0	c. Improve facilities maintenance	7	6	5	4	3	2	1
7.0	d. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	7	6	5	4	3	2	1

B. Relationship with the School Committee

The School Committee relies on the Superintendent in order to make informed decisions that will affect the quality of education for Lexington's children receiving public school education. In order to promote a climate of mutual respect and trust, a professional working relationship should be maintained. It is expected that the Superintendent will support and implement School Committee policies and directives, and effectively communicate these to the students, staff, and members of the community.

	Excellent			Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1	
B. Relationship with the School Committee 6.62								
1. Interprets, supports, and executes the intent of all School Committee policies. 6.8	7	6	5	4	3	2	1	
2. Keeps the School Committee informed on issues, needs and operation of the School District. 6.5	7	6	5	4	3	2	1	
3. Gives a recommendation to the School Committee on items requiring School Committee action, based on thorough research and analysis. 7.0	7	6	5	4	3	2	1	
4. In collaboration with the chair, helps establish clear direction for School Committee meetings, and provides to School Committee agendas and support materials in a timely fashion to allow for informed policy formation and decision-making. 6.0	7	6	5	4	3	2	1	
5. Maintains a professional working relationship with the School Committee 6.7	7	6	5	4	3	2	1	
6. Seeks and accepts constructive criticism from members of the School Committee 6.6	7	6	5	4	3	2	1	
7. Remains impartial toward the School Committee; treats all	7	6	5	4	3	2	1	

Committee members alike

5.9

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C. Educational Leadership

Educational decisions must address the needs of all students. The Superintendent should keep abreast of the latest research and developments in the field of education. Curriculum evaluation and development, professional evaluation and development, and student assessment should all be considered in the formulation of short and long-range goals and objectives.

C. Educational Leadership 6.74	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement. 6.6	7	6	5	4	3	2	1
2. Ensures current principles and best practices are implemented, based on data collection and on research to foster effective classroom instruction and educational decisions. 6.8	7	6	5	4	3	2	1
3. Holds principals, teachers and staff accountable for having high and appropriate standards for every student and for helping students to meet them. 6.8	7	6	5	4	3	2	1
4. Aligns instruction and assessment with state and federal frameworks and with community standards that reflect high standards for learning. 6.9	7	6	5	4	3	2	1
5. Works to improve MCAS and other standardized test scores for each school and each student sub-group within the district. 6.8	7	6	5	4	3	2	1
6. Challenges the educational community to raise expectation of students' capacity for learning. 6.8	7	6	5	4	3	2	1
7. Develops the mission and vision statements for the district. 6.5	7	6	5	4	3	2	1

D. General Management

The Superintendent has the responsibility for the efficient and effective operation of the school system. With the School Committee, the Superintendent develops goals and objectives that provide the framework and directions for successful leadership and management. It is important that the Superintendent is familiar with the state and federal laws, Department of Elementary and Secondary Education regulations, School Committee policy, and community values and expectations.

D. General Management 6.72	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Implements the mission and vision statements of the District. 6.7	7	6	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices. 6.8	7	6	5	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his/her own action. 6.7	7	6	4	4	3	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community. 6.5	7	6	5	4	3	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures 6.9	7	6	5	4	3	2	1

E. Budget Management

The School Committee has the responsibility of studying and approving the budget, and the Superintendent has the responsibility to present that budget to the School Committee in a manner that promotes their full understanding. The budget should take into consideration the needs of the entire system based on a formal assessment process. The need to promote the school system and gather community support for school finances is an integral part of the budget process.

E. Budget Management 7.0	Excellent	Satisfactory			Fails to meet expectations		
		6	5	4			
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office. 7.0	7	6	5	4	3	2	1
2. Involves staff in budget preparation and setting priorities. 7.0	7	6	5	4	3	2	1
3. Works collaboratively with Town Manager and the appropriate Boards, Commissions, and Committees to ensure the financial needs of the schools are clearly understood and aligned with other town needs. 7.0	7	6	5	4	3	2	1
4. Works with the School Committee to make budget documents available to the School Committee and the public in a timely fashion. 7.0	7	6	5	4	3	2	1
5. Explains and advocates for the school budget to the School Committee, Town Meeting, and the public. 7.0	7	6	5	4	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices. 7.0	7	6	5	4	3	2	1
7. Implements and follows meaningful financial reporting system, e.g., provides clear and concise budget status summaries to the School Committee on a quarterly basis. 7.0	7	6	5	4	3	2	1

F. Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. The Superintendent should foster an environment conducive to good teaching and should be alert to issues that affect staff morale. The Superintendent should develop and lead a meaningful staff evaluation program, and should provide professional development opportunities that meet the needs of staff. The School Committee should be kept informed in appropriate matters of collective bargaining, performance standards, professional development, and grievances.

F. Personnel Management 6.66	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system. 6.4	7	6	5	4	3	2	1
2. Develops and encourages practices that continue to increase the diversity of the staff and supports that diversity. 6.7	7	6	5	4	3	2	1
3. Is responsible for a professional development plan based upon the needs of the District and aligned with the goal of improving curriculum and instruction. 6.9	7	6	5	4	3	2	1
4. Serves as a resource to the School Committee on matters of collective bargaining. 7.0	7	6	5	4	3	2	1
5. Effectively uses a team approach to solving problems. 6.5	7	6	5	4	3	2	1
6. Builds employee job satisfaction through listening, encouragement and appreciation of good performance. 6.5	7	6	5	4	3	2	1

G. Communications and Public Relations

Public awareness is vital for the support of education in Lexington. The Superintendent should ensure that staff, students, parents, and the community are kept informed of the mission, the needs, and the accomplishments of the school system. A strong, open and positive posture is needed in building public support.

G. Communications and Public Relations 6.5		Excellent		Satisfactory			Fails to meet expectations	
		7	6	5	4	3	2	1
6.2	1. Fosters mutual trust and collaboration within the District, and between the schools and the community.	7	6	5	4	3	2	1
6.5	2. Works to improve internal and external communications.	7	6	5	4	3	2	1
6.5	3. Ensures that timely communication on important matters is provided to parents.	7	6	5	4	3	2	1
6.6	4. Works collaboratively with parent/teacher organizations, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects.	7	6	5	4	3	2	1
6.2	5. Establishes an outreach to diverse groups within the community.	7	6	5	4	3	2	1
6.7	6. Is visible to the community, gaining support for the schools.	7	6	5	4	3	2	1
6.8	7. Handles media relations skillfully.	7	6	5	4	3	2	1

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
A. Meeting of Annual Goals 6.84	7	6	5	4	3	2	1
B. Relationship with the School Committee 6.62	7	6	5	4	3	2	1
C. Educational Leadership 6.74	7	6	5	4	3	2	1
D. General Management 6.72	7	6	5	4	3	2	1
E. Budget Management 7.0	7	6	5	4	3	2	1
F. Personnel Management 6.66	7	6	5	4	3	2	1
G. Communications and Public Relations 6.5	7	6	5	4	3	2	1
Overall rating: 6.73							

Annual Evaluation of the Superintendent, 2013

Dr. Paul B. Ash

About students, Thoreau said:

I mean that they should not play life, or study it merely, while the community supports them at this expensive game, but earnestly live it from beginning to end.

The School Committee and Superintendent share a mission, core values, goals, and a responsibility for educating all of Lexington's 6,500 students to high standards. Academic skills include citizenship, creativity, and the ability to respect and work with persons from different backgrounds. We have encouraged the development of the whole person: social-emotional and physical health, resilience in times of difficulty, and social development and self-knowledge and self-awareness that allows learners to build on their strengths and address weaknesses. It is necessary that children develop a sense of wonder and curiosity and a sense of identity apart from achievement so they may focus on inquiry as they evaluate evidence: analyze, synthesize, allow for variation, and create from relevance. One size does not fit all.

The Superintendent is a strong leader, confident of his abilities, effectively delegating educational and operational leadership to Principals, program leaders, and administrators, and annually evaluating their performance based on District Goals and School Improvement Plans, MCAS, and other relevant data (*i.e.*, results of the Youth Risky Behavior Survey). He has monitored the work of administrators directly responsible for carrying out all of the District Goals and provided support when necessary. He promotes a culture of accountability, public confidence, and collaboration for improved student learning for all.

I have incorporated three kinds of evidence/data for evaluating Dr. Ash: first-hand observations made by me in public and in non-public settings, formal reports and other written material, and feedback given to me personally by members of school and Town communities (parents, teachers, administrators, and various other persons across Lexington):

First-hand Observations:

- Public meetings, including formal meetings of the School Committee, Summits, Special Town Meeting and Annual Town Meeting presentations, and Town Meeting Member Association information sessions;
- Executive Sessions of the School Committee and/or with other Boards and Committees;
- Collective Bargaining Negotiating Team Sessions (Unit-A)
- One-on-one meetings between the Superintendent and this School Committee member.

Formal Reports and Written Materials:

- Email communications and updates to the School Committee (near daily);

- School Committee Meeting Memoranda and Reports (at least twice monthly during the school year);
- *Superintendent's Bulletin* (monthly);
- Executive Session memoranda (commensurate with Executive Session Meetings throughout the year);
- Budget Reports & financial updates (FY13, FY14);
- Dr. Ash's 2013 self-assessment (annual);
- His book, co-authored with John D'Auria, *School Systems that Learn*

A word about the Survey Monkey Survey: The School Committee drafted a survey primarily for those who worked directly with Dr. Ash over this evaluation period. The survey was conducted as an informal, web-based poll for the convenience of the School Committee and respondents. Results are unscientific and represent the views of those who responded. Response data in the survey do not reflect or constitute the opinions, endorsement, or position of either the Town of Lexington or the Lexington Public Schools. The opinions and responses received are solely those of the survey respondents. Because data constitute opinions, different interpretations are possible. The Lexington School Committee does not assume responsibility for the responses or for the readers' interpretation of, or reaction to, the survey. Consequently, I did not use survey data in writing this evaluation.

* * *

ISSUES WE FACED THIS YEAR:

- *The Lichtenstein Op-Ed in the New York Times (at the start of the school year):* By publicizing that something was terrifyingly amiss with respect to behavior management of students with special needs in the Lexington Public Schools, the context was created for people to think the worst—and they did. It was a good decision for Dr. Ash to hire PR consultant Karen Schwartzman. No findings were ever reported or communicated to LPS from the Department of Children and Families. I was satisfied with the treatment of the matter. [Communications & Public Relations]
- *Athletic Director:* Dr. Ash thoughtfully considered how to best resolve a challenging personnel matter. He exercised good judgment in reaching a resolution. [Personnel Management]
- *Building projects:* Though the major work for supervising the construction of Estabrook and renovating Bridge and Bowman belongs with others (for example the Department of Public Facilities, Permanent Building Committee), at times, Dr. Ash was needed to solve problems with the union and to provide support and resources. I'm pleased that the Estabrook project is ahead of schedule and under budget and hoping we have smooth summer projects completed at Bridge & Bowman schools. [Facilities/General Management]
- *Increased gun violence (Newtown CT, Boston Marathon bombings):* Sadly, these acts are part of our culture and communities and form a background against which learning must take place. It has also rightly led to increased concern for the safety and security of children and adults in buildings and at public gatherings. [Facilities, Positive School Climate]

- *Pilot year of standards-based report card*: we have a responsibility to make sure all students are learning the content and skills that are required of them – I look forward to an update of what was learned in this pilot year. [Curriculum & Instruction]
- *Social Studies Curriculum Review*: At year two we are on track. Going forward, I ask that we consider adding a district level Arts Integration Specialist to reach all learners as we dive into the Common Core. [Curriculum & Instruction]
- *Administration*: first year of Director of Guidance and upcoming entry of Director of Special Education - - with new Educator Evaluation on track for pilot year, especially important that these new administrators are mentored and well supported. [Personnel Management, Educational Leadership]
- *Unhealthy stress*: Good work on continuing to address this most important issue. [Positive School Climate]
- *Student Learning*: It is the Superintendent's responsibility to set the conditions where all students can achieve at high levels. He does this by hiring exceptional educators, setting goals for the district that support high levels of learning, working with others to obtain the resources necessary, and leading and managing the work that helps others achieve our goals. [Educational Leadership]

An area for consideration [RE: Student Learning/Educational Leadership]: In his Self-assessment, Dr. Ash reported that the number of students in the METCO program enrolled in AP courses increased to nine students this year (from zero a few years ago). The problem of racial inequity in Honors classes is confronted by many schools today; there is a need for more diversity in Honors classes (I have heard there are high schools that have made every humanities program an Honors level in order to make the point that more rigorous work is the expectation, not the exception). At our annual METCO meeting in Boston, we heard directly from one student who identified a particular mindset of at least one high school teacher who questioned the student's presence in the class (*i.e.*, was she sure she was in the "right" class). We all know that students from every demographic are capable of more rigorous work that an Honors or AP class requires. We need to look for ways to help break down the type of mindset of students themselves who self-select to opt out of honors, as well as teachers who think "certain students" are not capable of the work:

- How are we actively recruiting students from underrepresented minorities?
- What does the AP/Honors application process currently evaluate?
- Could we experiment at the middle school level? What structure might be used?
- What are next steps for next year? How will addressing this matter look next year?

EDUCATIONAL LEADERSHIP

Educational decisions must address the needs of all students. The Superintendent is knowledgeable of state and federal laws and regulations; he keeps abreast of the latest research and developments in the field of education.

Supervision and Evaluation: Dr. Ash led the effort to bring the LEA into agreement to pilot

the new DESE evaluation process a year earlier than required by the State. He evaluated all Principals and Central Office Administrators based on the new DESE evaluation criteria (pilot year).

GENERAL MANAGEMENT

The Superintendent is responsible for the efficient and effective operation of the school system. With the School Committee, he develops goals and objectives that provide the framework and directions for successful leadership and management.

District Goals, Core Values, and School Improvement Plans: These must be at the heart of all academic and disciplinary interactions – everything we do anywhere across the district should link back to them.

Professional Relationships: Dr. Ash continues to build trust with the LEA leadership. He has required all Principals and Central Office Administrators to establish specific, action-oriented goals to improve professional relationships in their schools or departments. I am pleased with the Superintendent's on-going work in this area.

BUDGET MANAGEMENT

The School Committee has the responsibility of studying and approving the budget, and the Superintendent has the responsibility to present that budget to the School Committee in a manner that promotes our full understanding. The budget takes into consideration the needs of the entire system based on a formal assessment process. The need to promote the school system and gather community support for school finances is an integral part of the budget process. Dr. Ash shares the responsibility of careful budget monitoring with Mary Ellen Dunn, Assistant Superintendent for Finance and Business. He has consistently recommended balanced budgets and did so again for FY14.

PERSONNEL MANAGEMENT

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions are approached in a non-discriminatory and impartial manner. The Superintendent fosters an environment conducive to good teaching and is alert to issues that affect staff morale. He is implementing a new staff evaluation program and professional learning opportunities that meet the needs of staff. The School Committee is kept informed of appropriate matters of collective bargaining, performance standards, professional learning, and grievances.

Collective Bargaining: I was part of the negotiating team that negotiated a new three-year Unit-A contract which includes an entirely new transfer process that allows the Administration the right to assign teachers based on student needs, not seniority (in advance of state law that goes into effect in 2016). Dr. Ash was tenacious and diplomatic as he personally fought for all of the major changes.

COMMUNICATIONS AND PUBLIC RELATIONS

Public awareness is vital for the support of education in Lexington. The Superintendent ensures that staff, students, parents, and the community are kept informed of the mission, needs, and accomplishments of the school system.

Community Engagement: Dr. Ash met regularly with Presidents of school PTAs/PTO to

identify ways he could increase his engagement with the community. The best way for him to see and speak with more parents is to attend more school events where he can be seen and parents could speak with him. Good progress on this goal this year.

More about Communications in our schools: It can become harder and harder to orchestrate successful communications without addressing employee engagement and communication practices. Dr. Ash is an effective leader. He appreciates the need to talk with the people across the district who must do the day-to-day work of moving our schools forward. Progress in the LPS depends on how well he communicates with all staff. Equally important, it depends on how well he is able to communicate throughout the system—schools-home-community.

Yet focusing on enhancing communication isn't enough. The Superintendent must do whatever he can to make the communications process more nimble and smooth, more dynamic and more immediate, perhaps using an approach to managing communication that draws upon the immediacy of personal conversation. He should:

- Create and maintain a close connection with employees at every level;
- Open communication channels that allow for back and forth discussion, and build a culture that fosters that kind of discussion;
- Empower employees to participate fully in the communication process and, to the extent possible, give them greater autonomy and flexibility in how they do their job.

CONSIDERATIONS, MOVING FORWARD:

- All educators are much more likely to remain in schools where parents are involved and where they report high levels of trust with parents. How do our teachers assess this in our schools?
- What do our educators have to report about professional collaboration? Would they say that it is routinely practiced? What would they say about trust among educators? Is new learning about effective practice shared quickly?
- Do principals model collaborative decision-making? Do they tackle problems as shared questions to be studied and solved resulting in improved student learning?
- Have we invested sufficiently in the capacity of educators to work together effectively? Are our educators challenged and supported to work together on important questions driven by what they actually observe?
- Do educators come to work with a sense of urgency? Why or why not? How do you know? How is this assessed?
- Do all staff and educators have the ability to interact with each other? Does the culture support open disagreement?

The mission of the Lexington Public Schools is larger than us. The real work gets done day in and day out by operating a little bit better each day. (A journey of a thousand miles begins with a single step). Stop once in a while to celebrate progress. Say thank you more. Renew energy. Thank you for all you do for our children, schools, and educators and staff.

Respectfully submitted,
Mary Ann Stewart.



**Annual Evaluation of the Superintendent
By the Lexington School Committee**

For the period from February 29, 2012 to February 28, 2013

Superintendent: Dr. Paul Ash

School Committee Members

Margaret Coppe, Chair

Alessandro Alessandrini, Vice-Chair

Bonnie Brodner

Jessie Steigerwald

Mary Ann Stewart

Signature

Date of completion:

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Steigerwald

NOTE: My evaluation includes review of Dr. Ash's Self-Assessment for the period March 2012 – March 2013. I appreciate that Dr. Ash took feedback and separated his work from the system's work. That was very helpful. It would have been helpful to use the same rubric we used. Our 7 categories are: Annual Goals, Relationship with the School Committee, Educational Leadership, General Management, Budget Management, Personnel Management, Communications and Public Relations. Dr. Ash made his own topics: Finance, Collective Bargaining, Supervision & Evaluation, Personnel, Professional Relationships, School Committee Relationships, Community Engagement, My Professional Growth, District Goals, Student Learning and Building Projects. Our range is from Excellent to Satisfactory to Fails to meet expectations. Dr. Ash rated himself as Outstanding or Excellent on his categories, with the exception of Community Engagement (Good).

My evaluation also includes review of the results of the 360 survey offered to the community by the School Committee. In that survey, respondents are offered the same categories that we use in our annual template (and the same scale). This year there were plentiful responses (198) to the 360 and one striking result is that the feedback is not in a bell-shaped curve. Instead, responses appear to be clustered at the poles. The comments are thoughtful and I appreciate people taking the time to share their views.

A. Meeting of Annual Goals *If a goal directly ties to annual job performance, the evaluation section where it can be found is listed in parentheses.*

A. Meeting of Annual Goals	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences	7	6	5	4	3	2	1
a. Curriculum review	7	6	5	4	3	2	1
b. District goals	7	6	5	4	3	2	1
c. School Improvement Plans	7	6	5	4	3	2	1
d. Assessment of programs – (Sect. C)	7	6	5	4	3	2	1
e. MCAS review – (Sect. C)	7	6	5	4	3	2	1

f. Process to identify student needs and deliver services	7	6	5	4	3	2	1
2. Ensures that the faculty and staff are of high quality, and are enabled and supported to perform at the highest professional level							
a. Support professional development – (Sect. F)	7	6	5	4	3	2	1
b. Implement a more effective hiring process	7	6	5	4	3	2	1
3. Obtain and manage financial resources							
a. Work with School Committee, PBC, and DPF on the Bowman, Bridge, and Estabrook projects	7	6	5	4	3	2	1
b. Develop a 5-year capital plan	7	6	5	4	3	2	1
c. Improve facilities maintenance	7	6	5	4	3	2	1
d. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	7	6	5	4	3	2	1
Comments:							
<p>c) It was helpful to see School Improvement Plans aligned on a new schedule that might allow the entire system to be better coordinated. I also appreciated the Social and Emotional goal now being a shared town wide goal. The School Improvement Plans (for the most part) continue to list only the principal. I have asked Dr. Ash, multiple times, to consider encouraging or asking principals in advance to please include the entire School Council membership when submitting the plan. This reflects an appreciation for team work and shows respect for the time that staff, parents and community representatives take to meet regularly to offer feedback, help construct a School Improvement plan, and then monitor the approved plan. I wonder why Dr. Ash has not taken the feedback. (It is understood that the principals have the ultimate responsibility for submitting the plan.)</p> <p>(e) While I am entirely appreciative of the hard work that teachers, administrators (and students and their families) have</p>							

undertaken to address the achievement gap – and I consider recent MCAS results an indication that progress is being made – I was disappointed in the Superintendent’s announcement after we received the most recent test results that Lexington had “closed the achievement gap”. From my perspective, though major positive results at one grade level absolutely deserve recognition, it undermines the seriousness of the situation to declare victory as if the battle were over.

In conversation with the Superintendent, when I shared this concern, his reaction was to reflect back that I never seem satisfied – or that nothing is ever “good enough.” This surprised and offended me. Working on the achievement gap is a process that the School Committee and administration have prioritized for years. When I asked Dr. Ash in a public meeting how the School Committee could play a meaningful role in supporting all students, he literally said, “hold our feet to the fire.” Now, at a time when I shared feedback that I thought we (as a school system – and Dr. Ash as the Superintendent) should carefully word our description of our progress to make sure that we continue to acknowledge the areas where students are not performing equally well across all grades and all subjects – I did not expect to be put down for sharing that thought.

I am not interested in headlines claiming “Lexington Closed the Achievement Gap” until we have actually closed it across grades and disciplines. I’m not seeking perfection – but, because I understand the lifelong disadvantages which follow children who are not able to reach equal potential at a young age, I am not prepared to sacrifice further progress for immediate publicity. I have seen (and supported, as a School Committee member) many steps in the right direction – early intervention in reading and math, additional academic support time after school on Thursdays, the Metco Scholars program, the growing number of METCO program students taking AP classes – but we have a great deal of work still to do. I want the Superintendent to appreciate staff while continuing to underscore that it really isn’t good enough until we reach the goal we set years ago. As one speaker noted at the SC meeting in Boston, it is also important to provide support to Lexington students who live in Boston and are taking more advanced classes at the high school. Some of these students need tutoring for AP and honors courses.

B. Relationship with the School Committee
The School Committee relies on the Superintendent in order to make informed decisions that will affect the quality of education for Lexington's children receiving public school education. In order to promote a climate of mutual respect and trust, a professional working relationship should be maintained. It is expected that the Superintendent will support and implement School Committee policies and directives, and effectively communicate these to the students, staff, and members of the community.

B. Relationship with the School Committee	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Interprets, supports, and executes the intent of all School Committee policies.	7	6	5	4	3	2	1
2. Keeps the School Committee informed on issues, needs and operation of the School District.	7	6	5	4	3	2	1
3. Gives a recommendation to the School Committee on items requiring School Committee action, based on thorough research and analysis.	7	6	5	4	3	2	1
4. In collaboration with the chair, helps establish clear direction for School Committee meetings, and provides to School Committee agendas and support materials in a timely fashion to allow for informed policy formation and decision-making.	7	6	5	4	3	2	1
5. Maintains a professional working relationship with the School Committee.	7	6	5	4	3	2	1
6. Seeks and accepts constructive criticism from members of the School Committee.	7	6	5	4	3	2	1
7. Remains impartial toward the School Committee; treats all Committee members alike.	7	6	5	4	3	2	1

Comments:

There continue to be many times when I feel an open discussion between Dr. Ash and the School Committee (in a public meeting) yields positive results when Dr. Ash is willing to hear feedback or suggestions. Decreasing the length of staff presentations in order to focus time and attention of the School Committee on policy questions is helpful. When the Superintendent brings us a question and allows us to discuss it, I think we collaborate effectively.

I commend Dr. Ash on moving forward with a uniform start time for the elementary schools and middle schools. He heard the feedback from multiple people – accepted reminders – and included this new information on next year’s school calendar. I appreciate this very much. The implementation will be important in September.

Dr. Ash also was helpful in supporting more time on the agenda for School Safety & Transportation. Town Meeting’s vote on Article 17 was loud & clear: the community wanted to see attention paid to school bus transportation. Fees are down, ridership is up, and it is important to now provide the best possible administrative support to move children into & out of school safely and efficiently. Attention to bus lanes, signage and timing of the school day will improve this area. It will also, in the long run, decrease the time our principals and teachers need to spend on arrival and dismissal. However, we need to work closely with the Police Department and the Board of Selectmen, as well as various stakeholders to make sure that rules are observed – and consequences given when rules are not observed. Rather than consider parents a “them”, parents must be part of the solution – and Dr. Ash will play an instrumental role as a school leader over the next school year.

(4)-(6) Last spring saw a real low point in Dr. Ash’s leadership when School Committee members were working to perform their duties to assess the Wellman report to better understand formal complaints about low teacher morale. Dr. Ash appeared to do everything in his power to prevent the School Committee from seeing the data. I will never understand his approach at a time when morale and trust were the core issues. Rather than see the School Committee as the “Team” he has often said we should be (with him), Dr. Ash demonstrated a complete lack of trust in the School Committee. He neither took direction from us, nor worked with us to build community trust. Ultimately, after working with two lawyers, we were allowed to review the data.

The data itself (the raw comments expressing people’s personal points of view) was important. The combative approach taken by Dr. Ash in trying to prevent the School Committee from seeing it, was the perhaps the lowest point in Dr. Ash’s years in Lexington.

Over the past year, I have not seen evidence that the Steering Committee has made significant progress – when I asked who the new members were, there was no ready answer. At LHS, if having a new principal has changed morale significantly, it would be nice to see some data that demonstrates a positive change. In his self-evaluation, Dr. Ash reports that he has built trust with LEA, but does not provide any evidence. Dr. Ash also states that teachers want to move on, but we do not have any data to confirm that. The LEA is aware that we conduct an annual evaluation but did not provide any letters or reflections so we are missing their perspective.

Trust remains an area requiring ongoing improvement. Dr. Ash and I had a major setback in our working relationship last year. In last year's written evaluation, I took the time to describe some of my concerns. I then met with Dr. Ash to go over my evaluation. In that meeting, I felt that Dr. Ash was not open to gaining a better understanding of my perspective.

Months later, Dr. Ash asked to meet with me to discuss his evaluation a second time. When I arrived, Dr. Ash indicated that he actually wanted to hear my thoughts about his work since the written evaluation. I listed some areas that were of concern to me, including the process around elimination of the German program, the lack of cooperation with the School Committee on the Wellman Report, and the lack of community input in his most recent principal search (for LHS).

Again, Dr. Ash responded in a way that did not indicate openness to receiving constructive feedback. He argued with most of what I tried to share and changed the topic to express his own judgment that I was ineffective as a member of the School Committee. He characterized my evaluation of his progress as “off the reservation.” While everyone is entitled to their own point of view, I felt Dr. Ash was being combative.

I suggested that his evaluation of the School Committee would be better for another time – and that it wasn't the best subject for the meeting he requested – to offer feedback on his work. Whether missing or ignoring my cue, Dr. Ash then moved on to more general criticism of the Committee. I responded that I was not willing to engage in any conversation that might be negative about any of my colleagues and cited my comments from last year's evaluation.

What concerns me most is not how Dr. Ash treats me. What concerns me is whether he responds to feedback from staff or others in the same way. I think people could find it intimidating if he were their boss, supervisor, etc.

In my view, the School Committee has functioned more effectively this school year. Having the Superintendent seated at the side of the Committee has been helpful. There has been progress in establishing a more routine process for the Chair to allow topics to be placed on the agendas for our meetings.

The other major area where I feel the Superintendent could improve in working with the School Committee is to be mindful of the times where Committee members are speaking with each other to assess what the Committee wants to do, or wants to discuss, or wants to consider for our future budget priorities. For instance, at a number of points over the last several years, Committee members have expressed interest in discussing the possible re-introduction of elementary foreign language instruction. During these discussions, Dr. Ash frequently interjects his point of view before he is asked. I understand his point of view, but it is important for the School Committee to be able to establish our point of view, even if (indeed, especially when) it differs from his own.

C. Educational Leadership

Educational decisions must address the needs of all students. The Superintendent should keep abreast of the latest research and developments in the field of education. Curriculum evaluation and development, professional evaluation and development, and student assessment should all be considered in the formulation of short and long-range goals and objectives.

C. Educational Leadership	Excellent		Satisfactory		Fails to meet expectations		
	7	6	5	4	3	2	1
1. Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement.	7	6	5	4	3	2	1
2. Ensures current principles and best practices are implemented, based on data collection and on research to foster effective classroom instruction and educational decisions.	7	6	5	4	3	2	1
3. Holds principals, teachers and staff accountable for having high and appropriate standards for every student and for helping students to meet them.	7	6	5	4	3	2	1
4. Aligns instruction and assessment with state and federal frameworks and with community standards that reflect high standards for learning.	7	6	5	4	3	2	1
5. Works to improve MCAS and other standardized test scores for each school and each student sub-group within the district.	7	6	5	4	3	2	1
6. Challenges the educational community to raise expectation of students' capacity for learning.	7	6	5	4	3	2	1
7. Develops the mission and vision statements for the district.	7	6	5	4	3	2	1
<p>Comments:</p> <p>(7) Last year, Dr. Ash said (under next steps) that he would develop a mission and vision statement for the district with staff. I noted at page 7 of last year's evaluation (in my comments) that the School Committee should also be involved in</p>							

this process. I wish Dr. Ash had heeded that feedback and sought our input earlier in the process. It would have been a perfect project to work on together. Dr. Ash has previously stated that he did not think such a project was a good use of time (when Hastings undertook this project under a former principal). I am glad he sees the value now.

(4) and (6) Standards are a good thing – and scores are one useful measure. I would like to see as much attention paid to some of the issues the School Committee tagged after we received the results on the Youth Risk Behavior survey. The number of students who reported use of alcohol or marijuana was unacceptably high. The majority of the School Committee asked for attention to this – and I want the Educational Leader to see schools as a place where this education is just as important as the subjects scored by MCAS.

Student stress has been a major topic in our community. I would like to see the Superintendent endorse a School Committee sub-committee to decrease unhealthy student stress while promoting partnership between community members, parents and staff. I am very concerned by the numbers of LHS students who are hospitalized, medicated, or receive outside treatments for stress related to their academic work or their experiences at LHS. I am glad we have a program to help support students who return – but of all the phone calls I receive each year from constituents, the ones that trouble me the most are from parents of children whose mental health is at risk. Ms. Lasa has been an outspoken advocate to reduce unhealthy student stress and I would like Dr. Ash to be able to be seen as a champion for balance in our students' lives. Lexington's children are more than students. To do this, there must be some way to de-emphasize the importance of being #1 or #2, or having the highest SAT scores, etc. More focus on the whole child would be appreciated.

D. General Management
The Superintendent has the responsibility for the efficient and effective operation of the school system. With the School Committee, the Superintendent develops goals and objectives that provide the framework and directions for successful leadership and management. It is important that the Superintendent is familiar with the state and federal laws, Department of Elementary and Secondary Education regulations, School Committee policy, and community values and expectations.

D. General Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Implements the mission and vision statements of the District.	7	6	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices.	7	6	5	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his/her own action.	7	6	5	4	3	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community.	7	6	5	4	3	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures	7	6	5	4	3	2	1
COMMENTS:							
(3) The handling of the Athletic Director's fabricated email controversy was disappointing. Students, parents and other citizens have shared strong reactions to this situation. High school students' views have been very telling. The primary feeling left for many people is that the Superintendent's reactions minimized the behavior and appeared to condone it.							

Would the same discipline have been forthcoming if an administrator lied about a teacher's email? If a teacher fabricated an email from the Superintendent? Many parents do not think so. I do not know. However, from my perspective, the discipline that was administered did not match the community's sense of the harm that was done. As Dr. Ash indicated he was the ultimate last word on the discipline, I am including this in my evaluation.

More generally, at a time when Dr. Ash and the School Committee have been made aware that some number of people feel intimidated within LPS and / or fear retaliation, there was a missed opportunity here for Dr. Ash to communicate his views of ethics and morality for LPS. Having high school students approach me after the event was the most stirring. I encouraged them to reach out to Dr. Ash and it was quite clear they did not think that *they* would be safe doing so. I'm saddened to think LPS is a place where thoughtful students feel the Superintendent wouldn't want to hear their reactions to this situation, nor give him a chance to explain his views. Particularly athletes who were concerned about speaking out to the LHS administration. To me, it is a sign that Dr. Ash's ongoing communication issues have shut down paths of communication.

E. Budget Management

The School Committee has the responsibility of studying and approving the budget, and the Superintendent has the responsibility to present that budget to the School Committee in a manner that promotes their full understanding. The budget should take into consideration the needs of the entire system based on a formal assessment process. The need to promote the school system and gather community support for school finances is an integral part of the budget process.

E. Budget Management	Excellent		Satisfactory			Fails to meet expectations	
	7	6	5	4	3	2	1
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office.	7	6	5	4	3	2	1
2. Involves staff in budget preparation and setting priorities.	7	6	5	4	3	2	1
3. Works collaboratively with Town Manager and the appropriate Boards, Commissions, and Committees to ensure the financial needs of the schools are clearly understood and aligned with other town needs.	7	6	5	4	3	2	1
4. Works with the School Committee to make budget documents available to the School Committee and the public in a timely fashion.	7	6	5	4	3	2	1
5. Explains and advocates for the school budget to the School Committee, Town Meeting, and the public.	7	6	5	4	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices.	7	6	5	4	3	2	1
7. Implements and follows meaningful financial reporting system, e.g., provides clear and concise budget status summaries to the School Committee on a quarterly basis.	7	6	5	4	3	2	1
COMMENTS:							

Dr. Ash continues to do a very good job monitoring the budget. His work in contract negotiations was very helpful to the district. (See Dr. Ash's comments in his self-evaluation.)

I am pleased when there is a surplus – and also pleased when some of the surplus is made available for one time purchases that provide instant improvements to student learning (new textbooks is a prime example). Using pilots is wise. Trying on-line text books has been interesting. We now see that an ideal situation is having on-line texts with printed texts available for home use. This can incur double expenses and requires more feedback from staff and students (and families).

It is frustrating to see multiple surplus years – but to still be waiting to bring back elementary foreign language – or to add labs that were cut from LHS science classes. I do understand the programmatic challenges – but we appear well-positioned to afford the programs.

Bringing special education programs into LPS several years ago has helped many families who wanted their children to stay in Lexington schools. It wasn't always an easy fit – and feedback suggests there are still programs and services that need improvement. As we move forward, it is important that the School Committee have better data to assess the effectiveness of the in-district programs. We also need to understand more about the key points where parents litigate to leave the system. We must uphold confidentiality, but we need more facts to provide context when we look at program improvements in Special Education. We also have heard that within the budget there needs to be a closer look taken at transition needs for students who will be graduating from LHS and who will continue to need support.

The mission statement Dr. Ash has proposed – to give every student what they need when they need it – will surely have vast budget implications. There are parents who feel that LPS dedicates most resources to students with special needs or who struggle academically – and some feel that LPS dedicates more resources to students who are performing at a high level.

F. Personnel Management

The Superintendent is responsible, either directly or indirectly, for the hiring of all school personnel. Personnel decisions should be approached in a non-discriminatory and impartial manner. The Superintendent should foster an environment conducive to good teaching and should be alert to issues that affect staff morale. The Superintendent should develop and lead a meaningful staff evaluation program, and should provide professional development opportunities that meet the needs of staff. The School Committee should be kept informed in appropriate matters of collective bargaining, performance standards, professional development, and grievances.

F. Personnel Management	Excellent		Satisfactory			Fails to meet expectations
	7	6	5	4	3	
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system.	7	6	5	4	3	2 1
2. Develops and encourages practices that continue to increase the diversity of the staff and supports that diversity.	7	6	5	4	3	2 1
3. Is responsible for a professional development plan based upon the needs of the District and aligned with the goal of improving curriculum and instruction.	7	6	5	4	3	2 1
4. Serves as a resource to the School Committee on matters of collective bargaining.	7	6	5	4	3	2 1
5. Effectively uses a team approach to solving problems.	7	6	5	4	3	2 1
6. Builds employee job satisfaction through listening, encouragement and appreciation of good performance.	7	6	5	4	3	2 1
COMMENTS:						
(2) Our staff needs to be more diverse to represent our community. Each new person helps – but it is important to stress						

the person's skills before their background.

(3) Professional development has improved a great deal, and Dr. Ash's support of Carol Pilarski is commendable. The School Committee has partnered to support growth in this area, increasing the administrative staffing and other budget resources. More importantly, perhaps, we have supported professional development sessions that take place during the school day. We have reached a point where parents have begun to notice the time teachers spend outside the classroom, and we have received some feedback about instances where parents feel teachers need to be in the classroom without quite as many interruptions. It would be a benefit to create some a communication plan to help parents understand what is going on. While I understand the big picture, I have heard several years of presentations about this. The model we are moving towards would benefit from better coordination of substitute teachers – or fewer professional development workshops during the school day. If we continue in the direction of school day workshops, I would prefer we support parents by crafting a balanced five day schedule and the elimination of Lexington's Thursday half day schedule. This schedule makes it challenging for parents and adds an expense to their budget. It is an antiquated practice that is not family-friendly.

(4) It would be great to see evidence of Dr. Ash's use of teamwork to solve problems. I can attest that Mary Ellen Dunn and Elaine Ceili have been exceptional representatives of LPS in the School Safety & Transportation Subcommittee. They work very well together and with the STS Subcommittee. If all administrators collaborate this well, it is a great indicator. However, I don't know! Whatever progress has been made in school transportation has been informed by their work. Any support Dr. Ash has given them outside of the meetings is constructive and helpful for the entire Lexington community.

(6) 46% of responses in the 360 survey rated Dr. Ash as unsatisfactory on this element. (In the same group of respondents, 56% rated Dr. Ash excellent for work on the budget.)

G. Communications and Public Relations

Public awareness is vital for the support of education in Lexington. The Superintendent should ensure that staff, students, parents, and the community are kept informed of the mission, the needs, and the accomplishments of the school system. A strong, open and positive posture is needed in building public support.

G. Communications and Public Relations	Excellent		Satisfactory			Fails to meet expectations
	7	6	5	4	3	
1. Fosters mutual trust and collaboration within the District, and between the schools and the community.	7	6	5	4	3	2
2. Works to improve internal and external communications.	7	6	5	4	3	2
3. Ensures that timely communication on important matters is provided to parents.	7	6	5	4	3	2
4. Works collaboratively with parent/teacher organizations, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects.	7	6	5	4	3	2
5. Establishes an outreach to diverse groups within the community.	7	6	5	4	3	2
6. Is visible to the community, gaining support for the schools.	7	6	5	4	3	2
7. Handles media relations skillfully.	7	6	5	4	3	2
COMMENTS:						
(1) Trust remains an area for major improvement. Out of 183 responses, 45% indicated that Dr. Ash's work in foster mutual trust and collaboration was unsatisfactory. One way to foster mutual trust and collaboration would have been to						

work with the community when selecting the next LHS principal. Instead, Dr. Ash preferred to do this by himself. Leaving the community out made no sense. Dr. Ash's answer, that it would have been a waste of time since he was going to hire Ms. Lasa anyway, underscores that Dr. Ash does not place a value on collaboration in the same instances where I place a value. I found this extremely disappointing.

Similarly, the process around the decision to disband German based on low enrollment did not demonstrate collaboration or build trust. There was no policy about class size – and the decision appeared to be based on a preference to no longer offer the language, rather than on a set policy about class size.

(1) Dr. Ash is making school visits. This is a step in the right direction. It is important that these visits build relationships and I don't have a good sense of how they are going from the host school staff's point of view. Is Dr. Ash able to talk to teachers about their challenges? Is he observing a few classes multiple times to get to know the challenges teachers face at particular grade levels? When he attends a school event, is most of the time observing a presentation, or is more of the time spent in dialogue with parents to hear their concerns? How does he hear from students?

(2) Dr. Ash spent a good deal of time writing his book this past year (or so). From my point of view, the community would benefit more from communication to Lexington parents about Lexington schools. There are places in the book where the suggestions don't feel as if they have been applied to Lexington's schools. I was surprised that the book did not acknowledge Lexington staff.

(2) (4) and (5) I share similar feedback from last year. Parents would like to know the Superintendent. It would build community and trust if the Superintendent had meaningful exchanges with parents about topics that interest them. For example, the anti-stress group has attracted tremendous interest. Cary Hall was overflowing with parents who are concerned about stress, AP tests and college admissions. Laura Lasa gave terrific comments. It would have been a great opportunity for Dr. Ash to show support for these concerns.

Outreach to diverse groups would be helpful.

Low-hanging fruit would include outreach to and conversation with the Site-Based School Councils. I have shared all of this in public. After three (four?) years of work helping Dr. Ash connect with these dedicated school leaders, I was

<p>disappointed that Dr. Ash did not feel it was a priority to continue to work with the group. As the year unfolded, by late-winter we had another conversation. Dr. Ash's feeling that it was probably too late to meet further demonstrated to me that he doesn't see himself in an ongoing conversation with this group, despite last year's progress. He ultimately agreed to a meeting but it's hard trying to build relationships for the Superintendent if he doesn't really want to do it. I was left feeling it was possibly not worth the volunteer time to continue to advocate for this. Instead, perhaps the Site Council parents need to lobby Dr. Ash directly to attract his attention. Results from the 360 survey capture other voices on this point. It does continue to sound like they want their work to be meaningful. The law still requires Site Councils – and, even if it didn't, I agree with Natalie Cohen's annual explanation of how incredibly helpful it is to a principal to be able to gather stakeholders together to work as a team to improve each school.</p>	<p>(6) The 360 survey indicates that respondents do not consider Dr. Ash visible. I appreciate that in his self-evaluation Dr. Ash indicated that he is working to improve in this area. I have absolutely seen signs that Dr. Ash is trying to visit more schools.</p> <p>(7) I was dissatisfied with Dr. Ash's communications after the Lichtenstein accusations. I prefer to see a Superintendent answer media directly – showing where he stands. Consultants should be serving the overall system, helping improve communication with the community. I don't think they should be a buffer between the media (or community) and the Superintendent. If the Superintendent hires the media expert, I am concerned that the person's role becomes making the Superintendent look good – not necessarily making communications more open and transparent.</p> <p>If Dr. Ash is going to work with a paid consultant who is an expert in public relations, I think it would have been a good idea to connect the entire School Committee with the individual. Who is this person? If the School Committee is elected to synthesize community values, priorities and potential, then how does the paid PR spokesperson fit into the picture? Does the Chair of the School Committee have a role in media management? If so, how does the Superintendent handle that?</p>
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Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory		Fails to meet expectations
	7	6	4	3	
A. Meeting of Annual Goals			5	3	1
B. Relationship with the School Committee	7	6	4	3	1
C. Educational Leadership	7	6	5	3	1
D. General Management	7	6	5	3	1
E. Budget Management	7	6	4	3	1
F. Personnel Management	7	6	5	3	1
G. Communications and Public Relations	7	6	4	3	1
<p>Overall rating: Dr. Ash is a strong leader in a demanding system. He has shown some improvements this year – he continues to manage the budget very well but also continues to need to improve in the areas of trust, community relations and public relations. Our students, their families and our community need Dr. Ash to focus attention on these areas.</p>					