From: "Miriam Sousa" <msousa@sch.ci.lexington.ma.us>
Subject: Re: Request for performance reviews
Date: November 16, 2012 12:54:44 PM EST
To: dbiglow@rcn.com
Cc: school-com@comet.ci.lexington.ma.us, "Paul B. Ash" <pash@sch.ci.lexington.ma.us>

Dear Ms. Biglow:

In response to your email request of November 14, 2012, I have listed below the cost of producing copies of the documents you requested relative to the 2012 performance review of Superintendent Paul Ash:

1. Photocopies of individual evaluations prepared by Lexington School Committee members: 88 pages @ $.20/page = $17.60

2. Photocopy of the draft composite evaluation to be presented to the School Committee at its meeting of November 27, 2012: 18 pages @ $.20/page = $3.60

The total cost of of reproducing these documents is: $21.20. If you are still interested in receiving a copy of these records, please submit a check made payable to the **Town of Lexington** in the amount of **$21.20** and we will proceed with your request. Your check should be hand delivered or mailed to Keeper of the Records, Office of the Superintendent of Schools, Lexington Public Schools, 146 Maple Street, Lexington, MA 02420. Once we receive your check, the documents you requested will be available for pick up on Wednesday, November 21, at 12:00 noon or anytime thereafter.

Miriam

Miriam Sousa
Administrative Assistant
to the Superintendent
Lexington Public Schools
781-861-2550, ext. 212

Diane Biglow <dbiglow@rcn.com> on Wednesday, November 14, 2012 at 9:56 PM -0500 wrote:
Hello Miriam,

I would like to request copies of Paul Ash's performance reviews from the school committee and any reviews from others. I'd like to request that this information be made available before the next school comm. meeting. I believe all Lexington residents should be allowed to see this information. If there is a problem with our being able to get this information could you please let me know.

Sincerely,

Diane Biglow
781-862-6681

Evaluation of the Superintendent

2011-2012

The Lexington School Committee began its annual evaluation of the superintendent, Dr. Paul Ash, in February. The public was invited to comment, a limited 360 evaluation was conducted, Dr. Ash wrote a self-evaluation, and the committee members completed their evaluation forms individually. At the School Committee meeting of June 5, 2012, the public evaluation of the superintendent was conducted. Using the member evaluation, and guided by input from the other sources, the chair wrote the annual evaluation of Superintendent Dr. Paul Ash for the 2011-2012 year.

Dr. Ash continues to exhibit overall outstanding leadership of the Lexington Public Schools. His clear vision for the best education of our students is driven by his passion for public education. He is proactive in setting goals both in the near and the far term and acquiring the support and the means to meet those goals.

The evaluation tool used by the School Committee has, as the superintendent's contract stipulates, been agreed to by both parties. There are seven major categories, which are comprised of various subsections. Each School Committee member has scored the superintendent's performance individually and provided an accompanying narrative. This evaluation is a compilation of those scores and comments.

A. Meeting of Annual Goals

Dr. Ash rates an excellent on nine of the twelve indicators, and three on the high side of satisfactory. The year one Social Studies and year two of the ELA curriculum reviews, based on state and national standards with clear learning expectations for all students in all grades were completed. The programs initiated by the Equity and Excellence Committee has begun to close the achievement gap, with especially high marks for the 10th grade scores in the MCAS ELA.The K-5 report card committee produced a new document that will be implemented in the 2012-2013 school year.

He supports the Human Resource department in hiring the highest level teachers. He has hired high-performing administrative staff and principals. Special attention has been paid to the guidance department with the hire of a K-12 Director of Guidance. He continues to implement high quality professional development.

Contracts are being negotiated that are fair to employees while at the same time acknowledging appropriate fiscal responsibility.

The committee would like to see more specifics about the anti-stress initiatives that are part of the pro-social goal for all schools.

B. Relationship with School Committee

This has been a difficult area this year, with no ratings in the excellent area. While acknowledging that he has the responsibility for hiring staff, his notification of the process he used for the hiring of the Lexington High School principal was disappointing. Had the chair been informed of the process earlier, unnecessary criticism from the

community could have been avoided. This was a lost opportunity to build present and future support from staff, parents, and the community.
The committee would like to have more equitable access to the superintendent. We recognize that with his work schedule and the members' schedules, this may not be the easiest goal to achieve, but would like to see the superintendent propose a mechanism to enable this.

C. Educational Leadership
Dr. Ash earned excellent marks in seven of the eight categories in this section, with one score of satisfactory.
His insistence on returning significant professional development to the district, which results in improved student learning, is commendable. He provides direction to principals in leading the learning in their schools by ensuring that best educational practices are implemented.
The importance of data in our culture today is not disputed, and the committee supports continuing this practice. One area the committee has requested more data is Special Education and recommends that the superintendent follow up his beginning step in this direction with the one summary report on the pre-school program that was presented in June 2012.

D. General Management
Dr. Ash earned one excellent rating and four satisfactory marks in this category.
The highest rating is insuring a safe environment for all student and employees with the implementation of REMS, emergency procedure flipbooks, EmergOperations Plans, and use of Global Connects.
The Department of Elementary and Secondary Education (DESE), after reviewing the Lexington Public Schools, determined that LPS is in full compliance with Special Education regulations, civil rights laws, and federal Title grants. The business and human resources departments have proper internal controls.
The committee acknowledges the need for continuous improvement in developing and maintaining a trusting relationship with employees, the School Committee, and the community. Dr. Ash has sought input from principals, union presidents, the Steering Committee on Improving Professional Relationships, and professional colleagues.
One suggestion for a goal in this area is the development of a strategic plan.

E. Budget Management
This continues as an outstanding talent of Dr. Ash and an area in which he earned excellent marks in all seven categories. He did a masterful job in putting a budget together this year that was level-service funded, and that has begun to lower the many fees that were in place (fees primarily due to the failed 2006 override.) He has proven to be an effective advocate for financial support from the Town Manager, the Board of Selectmen, Appropriations Committee, and Town Meeting.
Of special interest this past year, he shepherded the new Estabrook Elementary School project through Massachusetts School Building Assistance (MSBA) and Town Meeting approval. He also assisted by providing timely information to the community with the

successful debt service override that provided funding for the renovations of the Bridge and Bowman elementary schools.

F. Personnel Management

Dr. Ash received three excellent marks and five satisfactory in this category.

In the areas of professional development, collective bargaining, and staff supervision and evaluation, he earns high marks. Some examples of professional development are Primary Source, Project Alliance, embedded high quality courses, support and training for teachers in the collection of student data, the application of appropriate instructional intervention, and implementation of graduate-level courses taught by veteran LPS staff.

He has begun to work on the area of promoting an inclusive atmosphere of mutual respect and building employee job satisfaction, where there is room for improvement. It is not an issue that he is doing a less than satisfactory job in this regard but rather how much better the system could be if selected processes demonstrated a sincere commitment to building strong morale into the future.

We would like to see the development of more practices that continue to increase the diversity of the staff and that support that diversity.

While the Committee has no reason to believe that evaluations procedures are not completed on a regular basis, the Committee would like Dr. Ash to provide data that shows all staff supervision and evaluations are completed.

G. Communications and Public Relations

The new school website has been a welcome addition to the way that the schools communicate with both their community and the wider community.

The committee would like to see Dr. Ash return to the practice of writing a monthly column for the local newspaper.

An area that needs attention is outreach to diverse groups in the community, specifically the formal Asian groups that are in existence. One vehicle for this would be to meet with the town's 2020 Vision Committee, which is looking at increased civic participation by diverse groups in town.

The committee has suggested a series of monthly forums, sort of an "Open House" where members of the community could meet with Dr. Ash to discuss issues concerning the schools that are of importance to them.

Overall

This has been an eventful year for the superintendent. Student achievement, especially in closing the achievement gap in the MCAS /ELA at the high school has continued to climb. Professional development continues to be strong. Building projects have been successfully launched and fee reductions have begun.

There have been areas that have surfaced as problematic, especially around teacher morale. Dr. Ash has committed to working to improve professional relationships, has begun that work, and the committee would like to see that work continue.

Margaret Coppe
Chair
September 1, 2012

Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Alessandro Alessandrini, Vice Chair	_____
Bonnie Brodner	_____
Margaret Coppe, Chair	_____
Jessie Steigerwald	_____
Mary Ann Stewart	_____

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	Excellent		Satisfactory			Fails to meet expectations	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences							
a. Curriculum review **31.9**	7	**6.4**	5	4	3	2	1
b. Assessment of programs – (Sect. C) **22.5***	7	6	**5.6**	4	3	2	1
c. MCAS review – (Sect. C) **30**	7	**6.0**	5	4	3	2	1
d. K-5 Literacy initiative **30.9**	7	**6.2**	5	4	3	2	1
e. Process to identify student needs and deliver services **28.4**	7	6	**5.7**	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) **28.4***	7	**6.0**	5	4	3	2	1
b. Implement a more effective hiring process **24.3**	7	6	5	**4.9**	3	2	1
3. Obtain and manage financial resources							
a. Work with PBC on the Bowman, Bridge, and Estabrook projects **34**	7	**6.8**	5	4	3	2	1
b. Develop a 5-year capital plan **32**	7	**6.4**	5	4	3	2	1
c. Improve facilities maintenance **32**	7	**6.4**	5	4	3	2	1

d. Develop a cost-effective administrative structure **31**	7	**6.2**	5	4	3	2	1
e. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F) **31**	7	**6.2**	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	
1. Interprets, supports, and executes the intent of all School Committee policies. **26.4**	7	6	**5.3**	4	3	2	1
2. Keeps the School Committee informed on issues, needs and operation of the School District. **23**	7	6	5	**4.6**	3	2	1
3. Gives a recommendation to the School Committee on items requiring School Committee action, based on thorough research and analysis. **27.5**	7	6	**5.5**	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. **26.5**	7	6	**5.3**	4	3	2	1
5. Maintains a professional working relationship with the School Committee. **23.3**	7	6	5	**4.7**	3	2	1
6. Seeks and accepts constructive criticism from members of the School Committee. **23**	7	6	5	**4.6**	3	2	1

7. Remains impartial toward the School Committee; treats all Committee members alike. **22**	7	6	5	**4.4**	3	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	
1. Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement. **24.5***	7	**6.1**	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. **29.3**	7	6	**5.9**	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. **30.5**	7	**6.5**	5	4	3	2	1
4. Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth. **23.8***	7	**6.0**	5	4	3	2	1
5. Aligns instruction and assessment with state and federal frameworks and with community standards that reflect high standards for learning. **31.5**	7	**6.3**	5	4	3	2	1
6. Works to improve MCAS and other standardized test scores for each school and each student sub-group within the district. **32.5**	7	**6.5**	5	4	3	2	1

7. Challenges the educational community to raise expectation of students' capacity for learning. **30**	7	**6.0**	5	4	3	2	1
8. In collaboration with the School Committee, develops the mission and vision statements for the district. **25**	7	6	**5.0**	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	Excellent		Satisfactory			Fails to meet expectations	
1. Implements the mission and vision statements within the context of the District's strategic plan (when developed). **16****	7	6	**5.3**	4	3	2	1
2. Exercises effective organizational skills based on research and best practices. **27.9**	7	6	**5.6**	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his/her own action. **24.4**	7	6	5	**4.9**	3	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community. **21**	7	6	5	**4.2**	3	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures **30.2**	7	**6.0**	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	
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office. **33**	7	**6.6**	5	4	3	2	1
2. Involves staff in budget preparation and setting priorities. **32**	7	**6.4**	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. **33.5**	7	**6.7**	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. **34**	7	**6.8**	5	4	3	2	1
5. Explains and advocates for the school budget to the School Committee, Town Meeting, and the public. **32.5**	7	**6.5**	5	4	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices. **33**	7	**6.6**	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. **34**	7	**6.8**	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	
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system. 22.8	7	6	5	**4.6**	3	2	1
2. Develops and encourages practices that continue to increase the diversity of the staff and supports that diversity. 20.3	7	6	5	**4.1**	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. 31	7	**6.2**	5	4	3	2	1
4. Serves as a resource to the School Committee on matters of collective bargaining. 32	7	**6.4**	5	4	3	2	1
5. Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis. 25*	7	**6.3**	5	4	3	2	1

6. Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District. 27.8	7	6	**5.6**	4	3	2	1
7. Effectively uses team approach to solving problems. 26.4	7	6	**5.3**	4	3	2	1
8. Builds employee job satisfaction through listening, encouragement and appreciation of good performance. 23.3	7	6	5	**4.7**	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	
1. **Fosters mutual trust and collaboration within the District, and between the schools and the community.** **20.7**	7	6	5	**4.1**	3	2	1
2. **Works to improve internal and external communications** **21.7**	7	6	5	**4.3**	3	2	1
3. **Ensures that timely communication on important matters is provided to parents.** **28.2**	7	6	**5.6**	4	3	2	1
4. **Works collaboratively with parent/teacher organizations, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects.** **27.9**	7	6	**5.6**	4	3	2	1
5. **Establishes an outreach to diverse groups within the community.** **19.2**	7	6	5	4	**3.8**	2	1
6. **Is visible to the community, gaining support for the**	7	6	5	**4.8**	3	2	1

schools.	**24**							
7. Handles media relations skillfully.	**27.3**	7	6	**5.5**	4	3	2	1

Overall Evaluation

Overall Performance – please add any comments		Excellent		Satisfactory			Fails to meet expectations	
A. Meeting of Annual Goals	**30.9**	7	**6.2**	5	4	3	2	1
B. Relationship with the School Committee	**24.8**	7	6	**5**	4	3	2	1
C. Educational Leadership	**29.6**	7	6	**5.9**	4	3	2	1
D. General Management	**27.7**	7	6	**5.5**	4	3	2	1
E. Budget Management	**33.6**	7	6.7	5	4	3	2	1
F. Personnel Management	**26.4**	7	6	**5.3**	4	3	2	1
G. Communications and Public Relations	**23.6**	7	6	5	**4.7**	3	2	1
Overall rating:	**5.6**							

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Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

Pleased with:

- Estabrook
- Recognizing need to fund professional development
  - Appreciate Carol Pilarski and Len Swanton's updates on improvements in these areas
  - Glad Superintendent supports their work
- Report Card revisions – look very promising
- Appreciate ongoing curriculum review – Social Studies stood out and Literacy was interesting.
- Wish Guidance would have more attention while waiting for alignment and new staff. We continue to receive list-like collages of a variety of programs, year after year – and at least some of us have asked for a K – 12 approach. Dr. Ash does not appear to be as aware of the ground-level experiences in this area. Given that he embraced "pro-social" skills as an improvement goal for all of our nine schools, I found this one of the most disappointing areas in his self-evaluation. I will write that in a separate section.

See p. 11: **Pro-Social Skills / Dr. Ash's Self-Evaluation on Guidance/Stress**

Major areas of concern:

1. Collaboration – I want to see evidence of ongoing efforts to collaborate – with us and with the community. Dr. Ash insists he is collaborative – that he is literally writing the book on collaboration. Yet, I observe areas where Dr. Ash is not collaborative and is not responsive when given feedback that he did not collaborate. It feels like he has blinders on and simply can't see or hear the feedback. This concerns me. If he can't hear it or see it, how can he improve?

   Concern areas:

   a. Dr. Ash's decision to hire new LHS principal without input from community, parents, students or School Committee. If this is an area where the SC has no legal "say", that's fine. However, to exclude the entire community was unacceptable.

   This was a lost opportunity for us, for Laura, for the community and for Dr. Ash.

Jessie Steigerwald 6/10/12

b. Article 17:

I did not see the progress of the School Committee and Dr. Ash's consideration of school bus transportation fees as a collaborative process.

Citizen proponents of Article 17 informed us that it took more than four months to have the subject of reductions in bus fees (and a potential municipal-subsidy) appear as a topic on our agenda. During that time, citizens, including Judy Crocker and representatives from a number of concerned groups (Sidewalk Committee, Transportation Advisory Committee, Estabrook Task Force), were all engaged in discussions about the school bus and wanted to hear from the School Committee.

Judy Crocker met with Dr. Ash several times. Yet, no information flowed from Dr. Ash to the School Committee. By the time we were spoken to as individual members, a group of citizens already had a bad impression of the School Committee – namely, that we did not care about bus fees and that we were non-responsive to the community's request to have a subject discussed in public by the full Committee.

While conversations about bus transportation were taking place in these other town committees, the naturally connected and elected committee, the School Committee, was not informed.

Ultimately, this delay drove discussion and decision-making about this important policy and budget decision from the arms of the School Committee to the floor of Town Meeting and to the Board of Selectmen. This created ill-will between the Board of Selectmen and the School Committee. At least George Burnell, Peter Kelley and Deb Mauger all gave critical comments about the School Committee and Dr. Ash during this process. In addition, members of the Appropriation Committee reported that the Superintendent publicly stated he had no interest in the school bus and that it was not "our" job.

Dr. Ash, when meeting with me for his individual feedback, said it was Mary Ann alone who prevented the topic from being on the agenda. My observation is that our norms say people can go to the Chair *or* to the Superintendent to put something on the agenda. This provides two routes, or at least two people who *may* make the decision. Dr. Ash should share responsibility for the areas where he has control and people are not satisfied. Finally, Dr. Ash is experienced enough to be aware that an expense which will directly benefit school children ought to be discussed by the School Committee in a prompt and timely fashion.

Delaying the conversation may have placed the expense on the municipal "side" of the ledger sheet. But, it came at a social and political price for the school "side". Instead, we could have been collaborative.

2. Separation

I want more clear distinctions between Superintendent and School Committee roles. There are times when we work AS a team –but we are distinct entities.

The community feedback is clear – they would also like to believe there is a check and balance – that we have distinct voices.

I asked Dr. Ash to review Lexmedia's recordings from our two Goal Setting meetings. There was a tremendous contrast between the fall meeting with Lyle Kirtman facilitating and Dr. Ash participating throughout our discussion – and the spring meeting where only the five SC members were present. There are times when it is simply more effective for us to work separately.

Dr. Ash should be able to understand this and to respect our role. He frequently meets with his principals and staff members *without us*. We do not ask to be there. We do not participate. Dr. Ash comes up with his budget without us. We hear it and we ask questions and move to support it. This is different in other neighboring towns. Some SC members have liaisons who follow the budget-build-up more closely. I'm *not* asking to do that. However, it should be quite clear that this SC has given Dr. Ash plenty of berth to do work with his staff and then to report to us.

Why does he not recognize that there could be work that we need to do without his sitting (literally) in the middle?

Setting our own goals stands out as an area where we should at least be given the opportunity to hear what our colleagues think.

In our discussion (Tuesday morning), Dr. Ash asserted that Lyle characterized that particular meeting as horrible. It's very odd to me that Dr. Ash would try to use Lyle to cast blame for that meeting on the School Committee! My observation is that we paid Lyle to be there as a facilitator and he did absolutely nothing to support the School Committee – or even Dr. Ash.

I have told Dr. Ash that I would prefer it if he would please consider the potential benefits for all of us (for him, for us, for the community) if he were to sit at the Town Manager's table, or on an end of our table. Dr. Ash said he would not. It is unfortunate that he is not open to considering a change. After all of his ongoing conversation suggesting that people under his supervision may be hesitant to embrace change, I find it disappointing that he will not give any consideration to this suggestion. The location of Dr. Ash's seat does not make us a "team" or guarantee that we are collaborating. It is what is in his heart and mind that makes it possible for him to treat us with respect, and vice versa.

3. Data Culture

In today's schools, data abounds. We expend resources in time and money to collect and interpret data on our students and employees. When the School Committee requests data, it should not be a big deal to produce the data. Especially if School Committee members are patient. In several areas, requests for data have been so slow as to make it appear that someone does not *want* to share the data. This is frustrating and disappointing.

- Special education – lack of data. We do not receive adequate data on the overall Special Education offerings. Waiting two years for an initial report on services provided felt insulting. We began asking the night Nate Levenson gave his public report. Dr. Ash, through his actions, demonstrated to me that he did not want to provide the information.

  It is true that Dr. Ash has now provided one summary meeting – it is outside the evaluation period, but it is a step in the right direction. If we did not persist in asking, for almost two years, I don't think we would have received that presentation from Linda. Why must it be so hard?

- Wellman report – Dr. Ash's handling of the report fits with each of my first three areas of concern, but it is listed here because Dr. Ash chose to fight with us over providing the underlying data.

- The entire process around the report was disappointing. Faced with criticism over staff morale, and insistence by committee members that a process be put in place to address the issue, Dr. Ash dug in his heels, surrounded himself with staff people to shield him from any personal criticism, and presided over the preparation of a report that gave little sense of the overall morale level that was supposed to be studied. The report culminated in a number of vague and broadly-worded recommendations, which Dr. Ash has since attempted to deploy in support of a number of specific changes that he has sought.

- The usefulness of the report in assessing the issues that prompted the study, and in assessing the specific changes that Dr. Ash has sought, for instance in staffing around Special Education, is limited by the complete absence in the report of data drawn from the study that Mr. Wellman performed. The only data in the report appear in the summary sections describing the "Study Process" and "Context" and relate to matters such as MCAS scores and staff demographics. The portion of the report describing the assessments and recommendations drawn from the study contains no quantitative analyses or summaries of the underlying data, and repeatedly describes those data using imprecise terminology such as "some staff members," "many staff members," "frequent" or "frequently," "not always," and "several."

- When School Committee members inquired about access to the underlying data to support the report's (and Dr. Ash's) recommendations, Dr. Ash created a situation where the Committee needed to get into a fight mode to obtain ANY data whatsoever. With respect to the changes requested in Special Education staffing, Dr. Ash asked us to trust him without providing any data. Given the heavy reliance by the administration on data analysis -- and the extensive quantitative summaries accompanying other recommendations -- this felt inappropriate to me. The School Committee shouldn't need to look like it is just "going along with" the Superintendent. Budget and staffing requests should be able to be justified through data.

- The handling of the data issue also exposed weaknesses in Dr. Ash's ability or willingness to collaborate with the School Committee. Given the composition of the School Committee in Lexington – where all five members do everything they can to support the school budget, it was very disappointing to find that Dr. Ash was unwilling to move an inch closer to help the School Committee during the Wellman process. It took months of Dr. Ash's inaction before Dr. Ash even requested an opinion from Bob Fraser about whether we could read the data. Why was the request not processed in a timely fashion? I think Dr. Ash felt if he stonewalled, we would stop asking. That's not a good way to build trust.

- At the 12th hour, after two lawyers attended our meeting and confirmed that we COULD read the data; ironically, Dr. Ash suggested we hire Bruce Wellman to meet with School Committee members. I say "ironically" because one of the very first things I had asked about was whether we (School Committee members) could ask Bruce Wellman questions.

- Dr. Ash could have avoided a good deal of bad will by simply putting himself in our shoes. Would he simply give up if his administrators refused to provide any data with their recommendations? I doubt it.

- I consider Dr. Ash's choices around this an example of his management style and I understand why people might feel he tries to intimidate or bully people to achieve his desired outcomes.

- Dr. Ash gave Sandro an incredibly hard time during this period of struggle-to-see-the-data and I considered Dr. Ash's choices both divisive and unprofessional. I will not go into that further, but it did further erode my trust in Dr. Ash. I do not know Sandro personally. Professionally, I think he was treated poorly.

I am concerned that Dr. Ash uses his considerable experience to keep the SC at bay rather than to be truly collaborative and help us do a thorough job.

I am concerned that his focus is on his reputation more than ours… His discussion with me after the last negative Boston Globe article was particularly pointed in his concern about himself. He is writing a book and it appears that he has concerns about his reputation. This is understandable, but as our employee, the Lexington Public Schools' reputation should be foremost in his mind.

4. Culture of Caring Relationships

   a. Trust – need to rebuild trust –
   My trust in Dr. Ash has been further diminished this year. We had a frank, open and honest conversation a year ago. The areas where he promised to improve and expressed earnest interest in improving have not consistently improved. Lyle was in discussion with both Dr. Ash and with me at this time and can confirm that Dr. Ash sounded like he meant it.

   b. Sensitivity – Diversity and Cultural Differences.
   I have recommended that Dr. Ash take a refresher EMI class to reconsider his approaches to questions of diversity. There have been a few examples this year where I think Dr. Ash is not speaking or reacting in a way that reflects community values or current best practices in terms of sensitivity in these areas.

   In the fall, Bob Harris presented data to us to indicate that new hires were reflecting greater diversity. In our public meeting I asked whether the new hires were in classrooms. They were not. In fact, I knew that at least one of the new hires was a custodial worker. In the meeting, and after the meeting, I asked for refined data so we could actually see where our "diverse" staff are dispersed throughout LPS. Though I talked to Dr. Ash, and reminded Dr. Ash a few weeks later, I received the data the day of Dr. Ash's evaluation.

   c. Divisiveness
   Throughout the year, Dr. Ash returned to his default management position and leadership style, making choices which I consider divisive.

   I discussed this directly with Dr. Ash but I elected not to go into great detail in last Tuesday's School Committee meeting.

   On numerous occasions when we have met one-on-one during the past year, Dr. Ash has inserted negative remarks about other School Committee members in our conversations. It strikes me as incredibly unprofessional.

   During our one-to-one evaluation I was able to tell him that each time he has done this I have considered it divisive. If Dr. Ash will say something negative about any of my colleagues when they are not present, I know he will do the

same thing to me. I shared with Dr. Ash that, in my view, if he does this with his principals or other administrators, he is making a huge mistake in leadership. You rarely build trust by badmouthing people behind their backs. If you do gain someone's trust by doing this, it is because they think they are "special" or a "favorite". Neither is a good outcome for Lexington's public schools.

Margaret, it really disturbed me that Dr. Ash began our one-to-one session by saying that our School Committee has clearly had it's own challenges and he wanted to know how he, as the Superintendent, could help with that.

I thanked him for his offer and suggested that was a topic more fitting for a summer retreat with Lyle or a facilitator – not for his self-evaluation.

When we ended, as I have written above, I did circle back to the things I think he could do to let us work better as a team. Regardless of personal dynamics, all five of us care about the schools and give considerable time to serve our community in a very specific way – through supporting the public schools. Perhaps a different Superintendent would be able to keep the focus on our common areas of interest.

Dr. Ash also told me that two School Committee members took him up on his offer to discuss <u>our</u> problems during his evaluation and cited his "compliments" about my ideas as something they did not like. I did not offer any reaction. Dr. Ash went on to say that it was awkward for him because he could then either never say "that's a good idea" in a meeting, he could try to keep track to make sure that each person was complimented evenly – but that would be difficult.

This is ridiculous in so many ways.

I raise it here because even having him tell me that two people said this is, in some ways, more divisive.

Now, I can wonder who said it.... or, I can keep my focus on Dr. Ash and his areas to improve!

Dr. Ash believed that Sandro was in some way responsible for the Boston Globe's negative portrayal of Dr. Ash and this made Dr. Ash extremely angry. Dr. Ash felt that if School Committee members did not ask any questions, or expressed no criticism, he (Dr. Ash) would not have been so criticized by the reporter. This does not make sense to me and I believe he was treating Sandro as a scapegoat. Without the presence of School Committee members, the reporter could have written the same article using citizen comments.

d. Anger Management

I also gave Dr. Ash the one-on-one feedback that I believe he needs to improve his anger management during meetings. While I was giving him feedback he interrupted frequently, argued with the feedback, and, on one occasion, raised his voice and banged the side of his right hand on the table. I noted this during the evaluation and suggested that the same type of reaction has occurred during public meetings.

While I am not intimidated by this behavior, I do not appreciate it. It also does not bolster public confidence. At a time when we have public attention drawn to teacher morale, I reminded Dr. Ash that community members watch our meetings. They observe his reactions and they do not admire his anger when it flares. This is an area for improvement.

e. Valuing each person --
Ability to listen – Seizing every opportunity to gather feedback and input

Approaching all stakeholders as meaningful partners in Lexington's public schools.

School Councils
Dr. Ash has done a good job most of the year by reaching out to School Council participants – principals, parent co-chairs and others. The high point was including Donna Hooper so she could directly explain the updated legal requirements under Open Meeting Law. In prior years the principals were unaware of their responsibilities and it was awkward for the Town Clerk to reach out through parent citizens to exact compliance. By having Dr. Ash take the work more seriously and asking principals to attend, the Town Clerk was better able to impress these requirements on the full leadership group.

Whether staff treat something as "serious" or "silly" frequently has a relationship with the way their leader treats it. So, Dr. Ash made progress.

However, at the last training, a special training where all co-chairs were to be present and all teachers and parents were invited, he misread the group and timing. This undermined the point of the day. Rather than a professional development session to level the playing field and bring all stakeholders into a common vocabulary, Dr. Ash's process missed a really important moment. We agreed he would divide out all of the principals to make a decision about timing on SIPs. They were then going to come back to be in the training so everyone would hear from the trainer, Glenn Koocher, and Lexington could have a more uniform approach to this work. However, Dr. Ash took them and kept them out so they missed the entire training. He literally dismissed them from a different room so they did not even bid farewell to "their" teachers or parents. This was a misstep and lost opportunity. They essentially showed up and said hello, but they did not hear any of Glenn Koocher's content. It was

confusing to the parents who were present and means the principals did *not* hear the same language.

Therefore, though we only heard the plans the night we did Dr. Ash's evaluation, it did not surprise me that the principals were still "doing their own thing" with only Bowman even listing the teachers / parents on their team.... There is real work to be done here – and a great opportunity for Dr. Ash to shine next year.

I don't know if the principals will want to block out time in the fall to try again –but it would be helpful.

Concern areas:

Does Dr. Ash surround himself with people who will challenge his thinking?

What does Dr. Ash see as the role of the School Committee?

What does Dr. Ash need to hear from our meetings when we are trying to get more information or follow-up? Do we need more formal motions? Or, are our questions really just 'straw men' or theoretical, ones we should not expect to have answered?

Feedback on Dr. Ash's Self-Evaluation

Dr. Ash provided details on the accomplishments of the district, and the Superintendent may take credit for the overall district, but then also has to accept responsibility for the challenge areas. I do not see this as the best way to complete a self-evaluation. In 23 pages, Dr. Ash was virtually 100% pleased with himself. There were very few areas identified for improvement, and where Dr. Ash did note something could be improved, he offered no indication of how he would improve or the resources he would need to be able to improve.

Dr. Ash would have been more helpful to me if he had described his top three areas of accomplishment as an **individual employee** – and highlights of three areas where he felt **his supervision** yielded positive results from other employees – then, three areas for improvement. The 23 pages were almost all self-praise and written in the third person.

For a data-driven individual, Dr. Ash provided almost no data. Almost all information was summary or anecdotal. Much was based on work in prior years and not focused on this evaluation period. An example: curriculum reviews. While Dr. Ash received praise for re-establishing them, at this point, the practice is embedded. Praise for successful reviews should go to the person who coordinates the large teams (and to the participants).

I was disappointed in Dr. Ash's take on a "self" evaluation. I was surprised that he wrote it in the third person and concerned that he might have been trying to write his own evaluation for us to sign. He assured me he was not doing that. I also asked whether he wrote all of it himself. He did not. He had help from his administrators. This also makes me uncomfortable. I don't think we needed 23 pages of information – and I don't think it should be the job of other staff people to prepare Dr. Ash's self-evaluation.

This suggests the format isn't working as well as I would like. If Dr. Ash feels he can't describe his own work in an area, then, perhaps, we should have a template for a District report card – or an Administrative Team update – and not a format for the Superintendent. We all know it will change, but I'm disappointed that Dr. Ash chose to use this document to reveal more about his administrators than about himself.

Dr. Ash could have discussed his role in supporting these administrators. He could have drawn on the way he facilitates meetings, or works with administrators to secure adequate resources so they can do their work, or how he attracts talented people to Lexington.

Our role is to evaluate him and his work. For this, we need to separate out what he does. His self-evaluation was his opportunity to help us see him and his contributions. We also need accurate data from the people he supervises. We offered a survey and did not receive as much feedback as I hoped. I wonder why all of Dr. Ash's staff did not take the opportunity to provide feedback.

Continued from page 1:

Pro-Social Skills / Dr. Ash's Self-Evaluation on Guidance/Stress

I wanted to see more about the anti-stress initiatives / healthy stress / stress management. Especially since Dr. Ash embraced the "pro-social" goal for all schools in their Annual School Improvement Plans for this evaluation period. If it is a district wide goal, and Dr. Ash asks all principals to focus attention on this work, I was very disappointed in Dr. Ash's take on the progress made. It lacked cohesiveness, and to my eye is a lack of leadership on this issue.

Dr. Ash's self-evaluation mentions that there are Yoga and Pilates classes at LHS. However, in reality our students report there are not enough sections. If these are successful, why are students finding they can't get into these, but there are still plenty of volleyball sections, etc. Does Dr. Ash fully understand the ground-level data?

Dr. Ash reports that the Youth Risk Behavior Survey results indicate programs and services seem to be having a positive impact on stress levels for students. School Committee highlighted areas we are concerned about. I expected that Dr. Ash's self-evaluation might pick up on the areas where we expressed concern.

I am concerned to read Dr. Ash's notes that "students experiencing social/emotional challenges and/or high levels of stress or anxiety find their way to the nurses's office. The nurses have participated in prof. dev. on calming and coping strategies for students and staff …." This warrants analysis and is a red flag. Though we have excellent nurses, this isn't a strategy to educate or support all LPS students. Instead, it reflects a need that isn't being met until the stress is past a student's capacity to self-manage. It also suggests that they aren't going to guidance. Is the nurse's office the right approach? No. Is Dr. Ash saying this is his preferred strategy? I hope not.

Some of the accomplishments touted by Dr. Ash (or Linda, because Dr. Ash confirmed to me that his staff helped him write portions of the report) were not as well-received by the community as presented to us in Dr. Ash's self-evaluation report. For example, Rachel's Challenge is *not* at both middle schools. It was actually *not seen as the right fit* by Diamond. This is interesting at a time when Dr. Ash has worked to unify the curriculum at both schools. Is pro-social instruction academic? Not academic? What is it? Why did this work in one school and not the others? The discussions around this specific program were extremely edifying at the school level. This is not reflected in Dr. Ash's self-evaluation. It concerns me that Dr. Ash seems unaware of this ground-level information.

It is important to me to know that the data we receive is accurate on the ground level and it is frustrating to read a summary of something that I know is not accurate. This casts some questions/doubt on all of Dr. Ash's self-evaluation.

I raised this with Dr. Ash when we met one-on-one. I did not dwell on it during the public discussion as I believe it would make people quite upset.

ORIGINAL to Margaret

Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Alessandro Alessandrini	
Bonnie Brodner	
Margaret Coppe	
Jessie Steigerwald	plus attachment *
Mary Ann Stewart	

6/10/12

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	Excellent		Satisfactory			Fails to meet expectations	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences							
a. Curriculum review	7	6	5	4	3	2	1
b. Assessment of programs – (Sect. C)	7	6	5	4	3	2	1
c. MCAS review – (Sect. C)	7	6	5	4	3	2	1
d. K-5 Literacy initiative // outside eval. period	7	6	5	4	3	2	1
e. 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 PBC 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

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d. Develop a cost-effective administrative structure	7	6	5	4	3	2	1
e. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	7	6	5	4	~~3~~	2	1

e. it was inappropriate to cut Sandro, our liaison, out of a negotiation – that was unfortunate.

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.

Needs improvei

B. Relationship with the School Committee	Excellent		Satisfactory			Fails to meet expectations	
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			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		3	2	1
6. Seeks and accepts constructive criticism from members of the School Committee.	7	6	5	4	3	2	1

2. ART. 17 glaring oversight LHS PRINC.

3. See comments on date

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7. Remains impartial toward the School Committee; treats all Committee members alike.	7	6	5	4	3	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	
1. **Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement.** n/a	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. **Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth.** n/a	7	6	5	4	3	2	1
5. **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
6. **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

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7. Challenges the educational community to raise expectation of students' capacity for learning.	7	6	5	4	3	2	1
8. In collaboration with the School Committee, develops the mission and vision statements for the district.	7	6	5	4	3	2	1

8. under next steps, Dr. Ash said he will develop mission + vision w/ staff. Our adoption of mission/vision in his goals is not same as working with us to develop further...

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	
1. Implements the mission and vision statements within the context of the District's strategic plan (when developed).	7	6	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices.	7	6	5	4	3 Needs input	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 Needs input	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community.	7	6	5	4	3 2.5	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures	7	6	5	4	3	2	1

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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	
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 Esta' B+B	6	5 5.5 if need one #1.	4	3 Needs imp. ART. 17	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 Est' B+B	6 5.5 as my opinion	5	4 ART. 17 problematic	3	2	1
6. Manages the school budget and ensures adequate internal controls and accounting practices.	7	6	5	4	3	2	1

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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

7. Did better job on surplus this year.

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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.

Needs improvement

F. Personnel Management	Excellent		Satisfactory			Fails to meet expectations	
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 5.5	5	4	3	2	1
5. **Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis.** n/a	7	6	5	4	3	2	1

No data to evaluate

Needs improvement

6. **Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District.**	7	6	5	4	3	2	1
7. **Effectively uses team approach to solving problems.**	7	6	5	4	3	2	1
8. **Builds employee job satisfaction through listening, encouragement and appreciation of good performance.**	7	6	5	4	3	2	1

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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	
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
			4.5				
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
				3.5			
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
					2.5		
7. **Handles media relations skillfully.**	7	6	5	4	3	2	1

6. Very Good job on Est. B + B. Other schools not so connected.

Needs improvement

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
A. Meeting of Annual Goals	7	6	5	4	3	2	1
B. Relationship with the School Committee	7	6	5	4	3	2	1
C. Educational Leadership	7	6	5	4 4.5	3	2	1
D. General Management	7	6	5	4	3	2	1
E. Budget Management	7	6 6.5.	5		3	2	1
F. Personnel Management	7	6	5	4	3	2	1
G. Communications and Public Relations	7	6	5	4	3	2 2.5	1
Overall rating:							

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Evaluation of the Superintendent

2011-2012

Margaret Coppe

Dr. Ash continues to exhibit overall outstanding leadership of the Lexington Public Schools. His clear vision for the best education of our students is driven by his passion for public education. He is proactive in setting goals both in the near and the far term and acquiring the means to meet those goals. He is generous in giving credit to his staff, the town officials and staff, the students, and the School Committee for the successes of the schools, and will assume the blame for when things do not go as well. He will ultimately focus on doing the right thing for the system and the people in the system.

A. Meeting of Annual Goals

Dr. Ash rates an excellent on four of the seven sub goals, with the rest being on the high side of satisfactory. Curriculum reviews are on track, the Equity and Excellence Committee has initiated new programs in the quest to close the achievement gap, which has begun to bear fruit, and attention to student social and emotional health continues. The K-5 report card committee is in the final stage, and will be implemented in 2012-2013.

He supports the Human Resource department in hiring the highest level teachers. He has hired high-performing administrative staff and principals. He continues to implement high quality professional development. Increases in both hardware and software have enhanced the district's capacity to utilize technology.

Working with staff, he has supported plans to implement district-wide savings, especially in special education transportation and reimbursements. Contracts are being negotiated that are fair to employees while at the same time acknowledging appropriate fiscal responsibility.

B. Relationship with School Committee

This has been a difficult area this year. While he continues to make recommendations on most items to the School Committee, his process for the hiring of the Lexington High School principal was disappointing. I would have liked for him to have given us his process in a more timely way. This was a lost opportunity to build present and future support from staff, parents, and the community.

I remain of the opinion that he needs to seek constructive criticism from the committee.

C. Educational Leadership

Dr. Ash is exceptional in his leadership in this field. His insistence on returning significant professional development to the district, which results in improved student learning, is commendable.

D. General Management

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Overall, Dr. Ash is a good manager. He is goal oriented in that he wants to do things right, follow the process, and uses data effectively.

E. Budget Management

This continues as an outstanding talent of Dr. Ash. He does a masterful job in putting a budget together this year that was level-service funded, and that has begun to lower the many fees that were in place (fees primarily due to the failed 2006 override.) He has proven to be an effective advocate for financial support from the Town Manager, the Board of Selectmen, Appropriations Committee, and Town Meeting.

Of special interest this past year, he shepherded the new Estabrook School project through the Massachusetts School Building Assistance (MSBA) and through Town Meeting approval. He also helped with the successful town funding for the renovations of the Bridge and Bowman schools.

F. Personnel Management

I see two distinct parts to this section. First, in terms of hiring, professional development, and collective bargaining, he earns high marks.

In the area of promoting an inclusive atmosphere of mutual respect and building employee job satisfaction, there is room for improvement, which I think he has begun to work on. It is not an issue that he is doing a terrible job in this regard but rather how much better the system could be if selected processes demonstrated a sincere commitment to building strong morale into the future.

Again, I have no evidence that all staff supervision and evaluation procedures are carried out on a regular basis.

G. Communications and Public Relations

The new school website has been a welcome addition to the way that the schools communicate with both their community and the wider community.

I would like to see Dr. Ash return to the practice of writing a monthly column for the local newspaper.

An area that needs attention is outreach to diverse groups in the community, specifically the formal Asian groups that are in existence.

I have advocated for monthly forums, sort of an "Open House" where any member of the community could meet with Dr. Ash to discuss any issue that is of importance to them concerning the schools.

Overall

This has been an eventful year for the superintendent. Student achievement, especially in closing the achievement gap in the MCAS /ELA at the high school has continued to climb. Building projects have been successfully launched and fee reductions have begun. There have been some areas that have surfaced as problematic, especially around teacher morale. Dr. Ash has committed to working to improve professional relationships, has begun that work, and I would like to see that work continue.

Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Mary Ann Stewart, Chair	_____
Alessandro Alessandrini, Vice-Chair	_____
Margaret Coppe	_____
Bonnie Brodner	_____
Jessie Steigerwald	_____

Date of completion:

_____

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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	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences							
a. Curriculum review	7	6	5	4	3	2	1
b. Assessment of programs – (Sect. C)	7	6	5	4	3	2	1
c. MCAS review – (Sect. C)	7	6	5	4	3	2	1
d. K-5 Literacy initiative	7	6	5	4	3	2	1
e. 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 PBC 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. Develop a cost-effective administrative structure	7	6	5	4	3	2	1
e. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	7	6	5	4	3	2	1

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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	
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

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	
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. Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth.	7	6	5	4	3	2	1
5. 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
6. 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

7. Challenges the educational community to raise expectation of students' capacity for learning.	7	6	5	4	3	2	1
8. In collaboration with the School Committee, develops the mission and vision statements for the district.	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	Excellent		Satisfactory			Fails to meet expectations	
1. **Implements the mission and vision statements within the context of the District's strategic plan (when developed).**	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

30/5 = 6

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	
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	
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. Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis.	7	6	5	4	3	2	1

6. Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District.	7	6	5	4	3	2	1
7. Effectively uses team approach to solving problems.	7	6	5	4	3	2	1
8. 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	
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	
A. Meeting of Annual Goals	7	6 6.8	5	4	3	2	1
B. Relationship with the School Committee	7	6	5 5.1	4	3	2	1
C. Educational Leadership	7 6.5	6	5	4	3	2	1
D. General Management	7	6	5	4	3	2	1
E. Budget Management	7	6	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	4	3	2	1
Overall rating:		4.4					

Dr. Ash Evaluation
Submitted by Bonnie E. Brodner, SC Member
June 5, 2012

Dr. Ash consistently performs in the excellent range under the categories of Meeting of Annual Goals, Educational Leadership and Budget Management. Under the Meeting of Annual Goals he was exemplary in his work on Curriculum Review and in dealing with the Permanent Building Committee (PBC) on the Bowman, Bridge and Estabrook projects. The process of Curriculum Review is an arduous one, and LPS has struggled with it in the past, but under Dr. Ash's leadership we have and continue to be moving forward with multiple stages of both horizontal and vertical Curriculum Review. We are undertaking three projects – two renovations while the students are in the building, and one new construction with the students in the current building on the new site. The processes to insure these projects move forward, while also insuring the safety of our students, staff and faculty continues to take careful planning and coordinating between the PBC, the Department of Public Facilities, the Principals and the community at large. The projects are moving forward on schedule so far, with a tight time schedule for many of the deadlines. Under Educational Leadership Dr. Ash has been exemplary in his work improving MCAS and other standardized test scores for each school and each student sub-group within the district. This is evident by the fact that 100 % of ALL 10th graders last year scored proficient or better on the MCAS test. 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 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. Dr. Ash also, in these times of financial uncertainty, has found a way to not only continue to present level service budgets to us, but in addition has made it possible for us to eliminate fees that families needed to pay for services during the school day.

In the category of Dr. Ash's relationship with the School Committee I believe there are some areas where he maintains excellence, and some areas where his performance is satisfactory, leaving some room for growth. His decision to hire a replacement for the retiring HS principal, while completely within his legal rights to make unilaterally, was something very different than anything he, or the district, had done before. The School Committee should have been informed much sooner than 30 minutes before this changed process was being announced. We should have been given the opportunity to give feedback about the intended process before it was made public and he could then decide whether or not to integrate our feedback. Under the category of General Management I find Dr. Ash's performance to be mostly Satisfactory. I think where he can use improvement in this category is in his work to develop and maintain a trusting relationship with employees, the SC and the community. We need, together, to come up with plans to help the community trust Dr. Ash more. Perhaps bringing back the "Our Schools" column could help. Perhaps there are other things, but I do think more needs to be done in this area. In the category of Personnel Management there are some areas where Dr. Ash maintains excellence and some where there is more room for growth. In the area of developing and encouraging practices that continue to increase the diversity of the staff we really need to do better. Our staff and faculty needs to be much more diverse and I think we need, together, to figure out how. Perhaps if we put a subcommittee together with some key people whose mission is to come up with a

list of strategies to be able to attract a more diverse population we could move forward on this. In the category of Communications and Public Relations most items are satisfactory. In the area of fostering mutual trust and collaboration within the District and between the schools and the community I would like to see more collaborative work. In this category I believe the key to more success is through processes. There will always be decisions made that people don't agree with, but how those decisions are arrived at is what creates trust for most of us. Where decisions created the most controversy I would like the processes to be reviewed. One example is the extended day issue from last spring. We should review how the decisions were made, to see if there could be any changes to the process that would have made people more comfortable. I also would like to see Dr. Ash establish more outreach to diverse groups within the community. I believe restarting the "Our Schools" column could help with this, and I also believe more visibility during community events could help with this as well.

Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Alessandro Alessandrini	
Bonnie Brodner	Bonnie Brodner
Margaret Coppe	
Jessie Steigerwald	
Mary Ann Stewart	

Date of completion:

6/5/12

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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	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences							
a. Curriculum review	7	6	5	4	3	2	1
b. Assessment of programs – (Sect. C)	7	6	5	4	3	2	1
c. MCAS review – (Sect. C)	7	6	5	4	3	2	1
d. K-5 Literacy initiative	7	6	5	4	3	2	1
e. 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 PBC 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. Develop a cost-effective administrative structure	7	6	5	4	3	2	1
e. 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.

B. Relationship with the School Committee	Excellent		Satisfactory			Fails to meet expectations	
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

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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	Excellent		Satisfactory			Fails to meet expectations	
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
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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. Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth.	7	6	(5)	4	3	2	1
5. 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
6. 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

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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

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	
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

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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	
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. Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis.	7	6	5	(4)	3	2	1

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6. Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District.	7	6	5	4	3	2	1
7. Effectively uses team approach to solving problems.	7	6	5	4	3	2	1
8. 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	
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
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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 - 5.9							
B. Relationship with the School Committee - 5.4	7	6	5	4	3	2	1
C. Educational Leadership - 5.9	7	6	5	4	3	2	1
D. General Management - 4.5	7	6	5	4	3	2	1
E. Budget Management - 6.1	7	6	5	4	3	2	1
F. Personnel Management - 4.9	7	6	5	4	3	2	1
G. Communications and Public Relations - 4	7	6	5	4	3	2	1
Overall rating:							

Alessandro Alessandrini: Written Evaluation regarding Dr. Paul Ash

Overall:

Dr. Ash and his team continue to excel in Budget Management. We have been able to maintain level services during this economic crisis. In fact, we have also cut kindergarten and music fees because of his efforts. His dealing with PCBs in Estabrook was truly wonderful. He worked tirelessly with the community, Pat Goddard, Principal Sandy Trach, the PBC, BOS and the School Committee, resulting in MSBA support and in the building of a new Estabrook Elementary School. In addition, because of his adept work in Budget Management, I believe that it was easier to go to the voters for a debt exclusion for the new Estabrook School and the renovations of Bowman and Bridge.

But while excelling in Budget Management and in Meeting Annual Goals, I believe there needs to be more effort put in fixing the relationship and communication with the School Committee and the community. The unprecedented and unilateral hiring of the principal at the High School, with only 30 minute notice (and by e-mail) to the SC prior to announcing to the public, shows a lack respect for the SC. It also emphasized a loss of the collaborative spirit that we always seem to embrace, at least verbally. Dr. Ash, at certain public SC meetings has also gotten defensive when he thought he was being personally attacked but if he sat back, he would have realized that just listening calmly would have been more advantageous. At times, setting up a meeting with Dr. Ash takes longer than is really necessary. I would like to see his words about encouraging creativity among our teachers become evident and not just part of a speech. I would encourage him to be more visible to the community and truly understand public opinion and concerns.

These are meant has constructive criticisms and Dr. Ash should look at this as an opportunity to work with the SC so that we can go forward in continuing to create a wonderful, safe and creative learning environment for our students and staff.

Annual Evaluation of the Superintendent
By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Alessandro Alessandrini	_____
Bonnie Brodner	_____
Margaret Coppe	_____
Jessie Steigerwald	_____
Mary Ann Stewart	_____

Date of completion:

_____

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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	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences							
a. Curriculum review	7	**6**	5	4	3	2	1
b. Assessment of programs – (Sect. C)	7	**6**	**5**	4	3	2	1
c. MCAS review – (Sect. C)	7	**6**	5	4	3	2	1
d. K-5 Literacy initiative	7	**6**	5	4	3	2	1
e. 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 PBC 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

Alessandrini

c. Improve facilities maintenance	7	6	5	4	3	2	1
d. Develop a cost-effective administrative structure	7	6	5	4	3	2	1
e. Negotiate contractual settlements that are fair and appropriate within the financial means of the Town – (Sect. F)	7	6	5	4	3	2	1

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Alessandrini

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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	
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

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7. Remains impartial toward the School Committee; treats all Committee members alike.	7	6	5	**4**	3	2	1

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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	Excellent		Satisfactory			Fails to meet expectations	
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. Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth.	7	6	**5**	4	3	2	1
5. 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
6. 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

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7. Challenges the educational community to raise expectation of students' capacity for learning.	7	6	**5**	4	3	2	1
8. In collaboration with the School Committee, develops the mission and vision statements for the district.	7	**6**	5	4	3	2	1

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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	
1. Implements the mission and vision statements within the context of the District's strategic plan (when developed).	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

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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	
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

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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

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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	
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. Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis.	7	**6**	5	4	3	2	1

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6. Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District.	7	6	5	**4**	3	2	1
7. Effectively uses team approach to solving problems.	**7**	6	5	4	3	2	1
8. Builds employee job satisfaction through listening, encouragement and appreciation of good performance.	7	6	5	**4**	**3**	2	1

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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	
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

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7. Handles media relations skillfully.	**7**	**6**	5	4	3	2	1

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Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
A. Meeting of Annual Goals	**6.3**		5	4	3	2	1
B. Relationship with the School Committee	7	6	**4.6**		3	2	1
C. Educational Leadership	7	**5.7**		4	3	2	1
D. General Management	7	**5.4**		4	3	2	1
E. Budget Management	**7**	6	5	4	3	2	1
F. Personnel Management	7	**5.1**			3	2	1
G. Communications and Public Relations	7	6	**5**	4	3	2	1
Overall rating: 5.6							

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Annual Evaluation of the Superintendent

By the Lexington School Committee

For the period from March 1, 2010 to March 1, 2012

Superintendent: Dr. Paul B. Ash

School Committee Members	**Signature**
Alessandro Alessandrini	_____
Bonnie Brodner	_____
Margaret Coppe	_____
Jessie Steigerwald	_____
Mary Ann Stewart	*Please see comments contained within the grid, and following*

Date of completion:

_____

A. Meeting 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 Annual Goals = 6.91	Excellent		Satisfactory			Fails to meet expectations	
1. Ensures that academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences. 6.93							
a. Curriculum review: Year One/Social Studies; Year Two/ELA; based on state & national standards; clear learning expectations for all students in all grades and all subjects; systematized review process; implementation of recommendations of the 3-year review process completed in Mathematics, Science, and PE/Wellness; mathematics curriculum training; FASTT Math training; Fraction Nation training; assessing math concepts training. 6.9	7	6	5	4	3	2	1
b. Assessment of programs – (Sect. C): See Sect. C.	7	6	5	4	3	2	1
c. MCAS review – (Sect. C): Commendations must be given to the superintendent, students, and all staff for the outstanding accomplishments of grade 10 ELA/MCAS results at proficient or advanced levels. More in Sect. C. 7.0	7	6	5	4	3	2	1
d. K-5 Literacy initiative: Year Three ELA/Curriculum Review to incorporate CCSS; K-5 Standards-based Report Card; comprehensive literacy assessment training; SPED-BU Reading Training; PD aligned. 6.9	7	6	5	4	3	2	1
e. Process to identify student needs and deliver services: RTI; BAT; BESS; eCove; TotM; Open Circle; Responsive Classroom; Rachel's Challenge; Alpha Program; Pro-Social Goal for each SIP; Wellness Department's energy around resiliency and reducing stress; Yoga; Pilates; Stress Reduction and Management Programs; Mindfulness training; diversity curriculum training; YRBS; hiring K-12 Director of Guidance; hiring .5 Assistant Director of Guidance; hiring .5 Asst. Director of Special Education; PD aligned. 6.9	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							
a. Support professional development – (Sect. F): See Sect. F.	7	6	5	4	3	2	1
b. Implement a more effective hiring process: hands on approach to hiring extremely qualified employees across the district; LHS Principal; Clarke Principal; director of Special Education; moving the needle in direction of increasing	7	6	5	4	3	2	1

diversity hires reflective of student population; TSTT; Teacher/Administrator recruiting at HGSE and BC; print brochure for Director of Special Ed. 6.8							
3. Obtain and manage financial resources = 7.0							
a. Work with PBC on the Bowman, Bridge, and Estabrook projects: effective presentations at fall 2011 STM; effective outreach to community for January debt-exclusion override; effective presentations at spring 2012 ATM. 7.0	7	6	5	4	3	2	1
b. Develop a 5-year capital plan: on-going Cap needs for all schools in 5- and 10-year Cap plans since 2008; process has made a significant difference in gaining public support to maintain the school department's Capital infrastructure. 7.0	7	6	5	4	3	2	1
c. Improve facilities maintenance: DPF completed work orders increased, indicating improved reliability of equipment and increased productivity of maintenance operations. 7.0	7	6	5	4	3	2	1
d. Develop a cost-effective administrative structure: restructured to 5 MS Dept. Heads in anticipation of new DESE educator evals in 2013; K-12 Guidance Head + .5 Asst. Director of Guidance; hiring of Interim Director of Special Education; financial model for LPS special education dept. seen as exemplary best practice by other districts wanting to emulate. 7.0	7	6	5	4	3	2	1
e. 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 public school children. 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 = 6.67	Excellent		Satisfactory			Fails to meet expectations	
1. Interprets, supports, and executes the intent of all School Committee policies: worked with SC Policy SubCmte on new and revised policies. 6.9	7	6	5	4	3	2	1
2. Keeps the School Committee informed on issues, needs and operation of the School District: at SC Mtgs; daily emails; regular meetings with SC Chair (near weekly); phone calls to members; communication of documents and important/emerging issues sent promptly. 7.0	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; is flexible regarding timelines for SC action. 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: worked very closely w/Chair; agendas addressed needs of the school system and improving student achievement; budget; collective barg; policy matters; Executive Sessions. 7.0	7	6	5	4	3	2	1
5. Maintains a professional working relationship with the School Committee. 6.8	7	6	5	4	3	2	1
6. Seeks and accepts constructive criticism from members of the School Committee. 7.0	7	6	5	4	3	2	1
7. Remains impartial toward the School Committee; treats all Committee members alike: 5.0	7	6	5	4	3	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 = 6.95	Excellent		Satisfactory			Fails to meet expectations	
1. Provides direction to principals in leading the learning in their schools and holds them accountable for improving teaching, learning, and achievement: annual principal evaluations; mid-year conference; other meetings with principals; open door policy with administrative/ leadership team members. 7.0	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: committed to continuous improvement for high-quality teaching & learning; MCAS; SAT; AP; DRA; teacher evaluations; K-12 curriculum reviews; feedback from educators, students, parents; formative & summative assessment data; best practices; technology acquisition, training, and implementation. 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: Grade 10/ELA all students scored at the proficient or advanced levels; highest percentage of students in special education who scored in the advanced level in the Boston area. 7.0	7	6	5	4	3	2	1
4. Works with principals, teachers and staff to supervise and evaluate their performance, using well-defined performance standards, and identifies with them areas for growth. 6.8	7	6	5	4	3	2	1
5. Aligns instruction and assessment with state and federal frameworks and with community standards that reflect high standards for learning: regular curriculum reviews; Year 1 Social Studies; Year 3 ELA with CCSS integration and alignment; K-5 Standards-based report card. 7.0	7	6	5	4	3	2	1
6. Works to improve MCAS and other standardized test scores for each school and each student sub-group within the district: Mega Math; intervention blocks at all K-5 schools; METCO before or after school support programs (for secondary levels); MELP (for grades 2-5); assessments tied to changing future instruction; use of PLCs to	7	6	5	4	3	2	1

identify struggling students and develop intervention strategies; PD aligned. 7.0							
7. Challenges the educational community to raise expectation of students' capacity for learning: PD; PLCs; Department meetings; principal meetings; book groups; supervision/evaluation meetings; informal feedback; curriculum reviews; intervention programs. 7.0	7	6	5	4	3	2	1
8. In collaboration with the School Committee, develops the mission and vision statements for the district. 7.0	7	6	5	4	3	2	1

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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 = 6.75	Excellent		Satisfactory			Fails to meet expectations	
1. *Implements the mission and vision statements within the context of the District's strategic plan (when developed): Like the BOS, no Strategic Plan has ever been developed for LPS - - this may warrant a future conversation about it.* *N/A*	7	6	5	4	3	2	1
2. Exercises effective organizational skills based on research and best practices: DESE review LPS in full compliance with Special Education Regulations, civil rights laws, federal Title grants; Biz & HR have proper internal controls. 6.9	7	6	5	4	3	2	1
3. Models ethical behavior, interacts with others in a professional manner, and accepts responsibility for his own action. 6.9	7	6	4	4	3	2	1
4. Works to develop and maintain a trusting relationship with employees, School Committee and the community: acknowledged area for continuous improvement; sought input from principals, union presidents, Steering Committee on Improving Professional Relationships and colleagues in this regard. 6.5	7	6	5	4	3	2	1
5. Ensures a safe environment for all students and employees, including emergency procedures: REMS; flipbooks; EmergOperations Plans; new LPS website; school newsletters; Global connects. 6.7	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	
1. Develops a budgeting system that is clear and concise, using a model determined in collaboration with the Finance Office: refining; SC budget guidelines; collaborative process. 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: strong working relationships with Town Manager and Town Boards and Committees. 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

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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 = 6.89	Excellent		Satisfactory			Fails to meet expectations	
1. Models and promotes an inclusive atmosphere of mutual respect throughout the school system. 6.8	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. 6.8	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: research-based job embedded high quality PD; optional after school courses offered; TAS; EDCO; Primary Source; Project Alliance; Making Freedom grant; series of required in-district workshops and trainings aligned w/curriculum reviews, collaboration, best practices, and resources for school/district capacity building; support & training for teachers in the collection of student data that will help inform instruction; how to assess and collect student data; how to apply appropriate instructional intervention; consistent supervision & evaluation of teacher performance in meeting goals; high staff PD participation rate; nationally recognized PD; honors individual teacher needs, school-based needs, new teacher requirements, and those of veteran teachers; organized and implemented in-depth graduate-level courses taught to colleagues by veteran LPS staff members; good use each month of Administrative Council, Elementary curriculum Council, Middle School Council, HS Leadership Team, K-12 district-wide meetings; Data Summit Team next steps; PD development; Atlas Rubicon; AIMSweb; MCAS; PLCs; effective collaboration with entire PD team. 7.0	7	6	5	4	3	2	1
4. Serves as a resource to the School Committee on matters of	7	6	5	4	3	2	1

collective bargaining. 7.0							
5. Ensures that all staff supervision and evaluation procedures are developed and carried out on a regular basis. 7.0	7	6	5	4	3	2	1
6. Demonstrates in hiring practices a thorough knowledge and understanding of personnel and financial needs of the District. 6.8	7	6	5	4	3	2	1
7. Effectively uses team approach to solving problems. 6.9	7	6	5	4	3	2	1
8. Builds employee job satisfaction through listening, encouragement and appreciation of good performance. 6.8	7	6	5	4	3	2	1

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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 = 6.64	Excellent		Satisfactory			Fails to meet expectations	
1. Fosters mutual trust and collaboration within the District, and between the schools and the community: Steering Committee on Improving Professional Relationships; Opening Day speech to all staff; Superintendent's Bulletin; Superintendent's Announcements at SC meetings; informational presentations to TMMA, MSBA, PBC, ETF; 2011 STM; 2012 ATM. 6.7	7	6	5	4	3	2	1
2. Works to improve internal and external communications: Superintendent's Bulletin; Global Connects; internal communication; Superintendent's Announcements at SC meetings posting of LPS hiring positions; PTA Presidents; School Site Council Meetings/Budget discussion; media interviews and relations. 6.7	7	6	5	4	3	2	1
3. Ensures that timely communication on important matters is provided to parents: Estabrook O&M Plan updates; impact of debt-exclusion override success/failure; budget drivers. 6.7	7	6	5	4	3	2	1
4. Works collaboratively with parent/teacher groups, site councils, and other school groups, sharing ideas, and promoting mutually beneficial projects. 6.9	7	6	5	4	3	2	1
5. Establishes an outreach to diverse groups within the community: acknowledged area for continuous improvement. 6.2	7	6	5	4	3	2	1
6. Is visible to the community, gaining support for the schools: see all of the above. 6.5	7	6	5	4	3	2	1
7. Handles media relations skillfully. 6.8	7	6	5	4	3	2	1

Overall Evaluation

Overall Performance – please add any comments	Excellent		Satisfactory			Fails to meet expectations	
A. Meeting of Annual Goals: 6.91	7	6	5	4	3	2	1
B. Relationship with the School Committee: 6.67	7	6	5	4	3	2	1
C. Educational Leadership: 6.95	7	6	5	4	3	2	1
D. General Management: 6.75	7	6	5	4	3	2	1
E. Budget Management: 7.0	7	6	5	4	3	2	1
F. Personnel Management: 6.89	7	6	5	4	3	2	1
G. Communications and Public Relations: 6.64	7	6	5	4	3	2	1
Overall rating: 6.83							

Comments:

A. Meeting Annual Goals

1. The standards-based report card had been deferred from 2009-2010 to this year (2011-2012). Goals for Curriculum, Professional Development, Student Services, and Technology, including Capital Projects, have all been met. The Superintendent and the entire LPS staff are to be commended for narrowing achievement gaps, and in the case of 10th grade MCAS, closing it altogether. Without the vision and leadership of the superintendent this would not have happened. On-going implementation of recommendations of the 3-year review process completed in Mathematics, Science, and PE/Wellness. Youth Risk Behavior Survey results from last spring (2012) indicate that programs and services at the high school are having a positive impact on stress levels for students; continuous improvement and attention to this area is essential.

2. The approach to human resource management and development is cohesive and promotes recruitment, hiring, induction, development, and career growth of consistent high-quality personnel.

3. The superintendent understands our fiscal realities, articulating them well to the Committee and to the public. Feedback from the 360-survey indicates that h carries this forward to other committees in Town, as well. Outstanding work with staff, PBC, DPF, ETF, BOS, and SC along with many community members, civic organizations, and parents to pass a debt-exclusion override for renovations at Bridge and Bowman Schools and with the MSBA for a new Estabrook Sch

B. Relationship with the School Committee

The superintendent communicates clearly and regularly with the committee. Issues of trust must be addressed. The superintendent effectively manages public input.

C. Educational Leadership & D. General Management

The Superintendent is an exemplary educational leader, skillfully fulfilling key leadership responsibilities and contributing to a stable district for the past seven years. Despite that all building principals have turned over since he arrived in 2005 - - and some more than once - - the stability of his leadership has contributed to continued growth in student achievement. His leadership promotes learning and growth for all students and success of all staff by cultivating a shared vision for powerful teaching and learning. He has undertaken an educational vision that makes skillful use of data and time for teaching, learning, and collaboration. The superintendent recognizes that students' social and emotional learning is *a part* of academic learning, not *apart* from it. Achieving holistic academic growth is critical and we need to hold all educators accountable for both. With the big goal of shifting K-12 culture, and in collaboration with central office administrators, building principals, teachers, and Departments of Public Facilities, Public Safety, Wellness, and Student Services, the superintendent has developed and executed effective plans, procedures, routines, and operational systems to address a full range of academic, safety, health, and emotional and social needs.

Curriculum reviews (Social Studies and ELA) ensure that all instructional staff may design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. The superintendent has worked very closely with building administrators to ensure 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. This member shares the superintendent's concern for the potential of too much accountability from state and federal mandates that risks squelching innovation, creativity, and problem-solving so necessary for more students to achieve at higher levels and for supporting educators so they can thrive professionally.

E. Budget Management

In collaboration with the School Committee, the superintendent has ensured that the necessary resources, including time, money, materials, and personnel are allocated to accomplish the district's goals. He is keenly supportive of promoting 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. The superintendent understand and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. The LPS budget is developed in collaboration with the School Committee and supports the district's vision, mission, and goals.

F. Personnel Management

Funding has been dedicated to professional development for teachers and administrators; across the board, PD is aligned with district goals. With the developmen of a master plan for PD, professional growth opportunities continue to be provided for all. The superintendent has directed personnel operations to assure a stable yet improving and well-balanced work force. This comprehensive approach promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff. The superintendent fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. The superintendent has championed offering a range of opportunity for peer-based PD and sponsored innovation and experimentation, effective use of data to improve instruction, strong PD, and leadership continuity, as evidenced in the high profile appointments c Ms. Laura Lasa (from Associate Principal to LHS Principal) and Anna Monaco (from Assistant Principal to Clarke Principal) and with the appointment of Ms. Tessa Clare (from 8th grade Guidance Counselor to Assistant Director of Guidance).

In his communications with staff, parents, and community members, he demonstrates strong interpersonal, written, and verbal communication skills. While the superintendent 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, he also models these behaviors in his own practice. The superintendent was a collaborative partner in the year-long work of the Steering Committee on Improving Professional Relationships. It was clear that he had thought deeply about the impact of expressed concerns regarding low teacher morale, and his opening day address to all staff was an inspiration to many across the district, with concomitant reverberations across the country. One of the superintendent's strengths is his ability to envision whole systems for increased efficiency and effectiveness.

Evidence of this is apparent in taking on the issue of low teacher morale and establishing a more collaborative partnership with the LEA and in-school visits wit classrooms and PLCs in order to address the themes that were identified by the Steering Committee on Improving Professional Relationships.

G. Communications with the Community

The superintendent is a skillful communicator, who enjoys engaging in intelligent, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. This member would like to see continued progress in this area. The superintendent addresses family and community concerns in an equitable, effective, and efficient manner; response to email concerns from parents and community members is prompt and courteou in general responded to within 24 hours.

The school department and School Committee continue to be challenged to communicate in a more proactive, rather than reactive way. This member recognize that there is little time to expect the superintendent to produce an article every other week on top of what he is already doing for our students, staff, and schools. Perhaps it is worth bringing up to PLCs to see if various PLCs could produce an "Our Schools" article for the Minuteman once a year. Our community loves to hear from teachers about the work in which they are engaged.

I hope this evaluation achieves its purpose of providing adequate feedback for improvement, professional growth, and leadership that ensures effectiveness and overall system accountability for the success of all of Lexington's students, faculty, and staff.

Respectfully submitted,

Mary Ann Stewart,
June 2012