

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Paul Ash  
**Evaluator:** Margaret Coppe Margaret Coppe 6/8/15  
Name Signature Date

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

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

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

**Indicators**

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

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

## End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

|                                 |                                      |   |
|---------------------------------|--------------------------------------|---|
| Low<br><input type="checkbox"/> | Moderate<br><input type="checkbox"/> | High<br><input checked="" type="checkbox"/> |
|---------------------------------|--------------------------------------|---|

### Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or *Impact on Student Learning* rating of *high* or *low*.

Comments: Dr. Ash continues to perform at the highest level in advancing student learning and district improvements. This in light of his announced retirement at the end of the 2014-15 year is most commendable. His attention to data-gathering as a basis for decision making is reflected in his plans for providing solutions for increased enrollment, both short-term and long-term, and in negotiation with LEA Unit A.

His commitment to promoting healthy social skills for all students has led to the start of a promising collaboration between the schools and the town to initiate programs to enhance youth mental health and reduce the risk of student suicide.

He has left a strong legacy to the schools and town of Lexington.

## Superintendent's Performance Goals



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

| Goal(s)                      | Description   | Did Not Meet             | Some Progress            | Significant Progress     | Met                      | Exceeded                            |
|------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>Professional Practice</b> |   |                          |                          |                          |                          |                                     |
| 1                            | Participate in data teams<br>Collaborate with Director of Planning<br>and Assessment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Student Learning</b>      |   |                          |                          |                          |                          |                                     |
| 2                            | Promote healthy social skills for all<br>students by supporting multiple ways to<br>reduce stress, increase personnel and<br>work with town officials and community<br>groups to reduce risk of suicide | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>District Improvement</b>  |   |                          |                          |                          |                          |                                     |
| 3                            |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4                            |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5                            |   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>Other Goals (if any)</b>  |   |                          |                          |                          |                          |                                     |
| 6                            | Work with incoming Superintendent to<br>provide smooth transition   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7                            | Hire major positions  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

8. Develop and present school facilities plan  
to March 23, 2015 Special Town Meeting

9. Collective bargaining with LEA, Unit A

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



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

|  |   |
|--|---|
| <b>Overall Rating for Standard I</b><br>(Check one.) | The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. |
|--|---|

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
*Worked with Director of Planning and Assessment (new position), continued working with Enrollment Working Group on enrollment forecasting*

**Examples of evidence superintendent might provide:**

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

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



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

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

|  |  |
|--|--|
| <b>Overall Rating for Standard II (Check one.)</b> | The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. |
|--|--|

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Budgeted for additional staff to address emotional and social needs of students. Safety concerns addressed through beginning of implementation of ALICE

Examples of evidence superintendent might provide:

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

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

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

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



|   | Unsatisfactory           | Needs Improvement        | Proficient               | Exemplary                           |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <i>Check one box for each indicator and indicate the overall standard rating below.</i>   |                          |                          |                          |                                     |
| <b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|   |  |
|---|--|
| <b>Overall Rating for Standard III (Check one.)</b> | The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools. |
|---|--|

- Unsatisfactory     
  Needs Improvement     
  Proficient     
  Exemplary

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

Served on AdHoc School Master Planning Committee and worked closely with SAUMA to address recommendations of that Committee that addressed over-crowding at all levels of the schools. Met with PTA(PTO's monthly as well as at individual schools.

- Examples of evidence superintendent might provide:
- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Goals progress report  | <input checked="" type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input checked="" type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input checked="" type="checkbox"/> Analysis of school improvement goals/reports                       | <input checked="" type="checkbox"/> Relevant school committee presentations and minutes       |
| <input checked="" type="checkbox"/> Evidence of community support and/or engagement   | <input type="checkbox"/> Community organization membership/participation/contributions                 | <input type="checkbox"/> Other: _____   |

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



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

|   |   |
|---|---|
| <b>Overall Rating for Standard IV</b><br>(Check one.) | The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. |
|---|---|

- Unsatisfactory     
  Needs Improvement     
  Proficient     
  Exemplary

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

Participated in drafting Mission/Vision Statement

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