End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent:	Dr. Paul Ash		
Evaluator:	Jessie Steigerwald	Jessie Steigerwald	June 14, 2015
	Name	**Signature**	**Date**

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

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

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

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

Proficient = ***Proficient* practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	**Proficient**	Exemplary
Standard I: Instructional Leadership E: Data-Informed Decision Making	☐	☐	X	☐
Standard II: Management and Operations A: Environment	☐	☐	X☐	☐
Standard III: Family and Community Engagement D: Family Concerns	☐	☐	☐X	☐
Standard IV: Professional Culture E: Shared Vision	☐	☐	X☐	☐

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

Unsatisfactory | Needs Improvement | **Proficient** | Exemplary

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

Low	Moderate	High
☐	☐	☐

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:

This evaluation focuses very specifically on the indicators that Dr. Ash selected as his goals under the DESE rubrics for superintendents. Our process was to invite him to select areas where he wished to focus and to provide our feedback, for example to continue the Managing Conflict goal from last year. This prioritization process makes sense given the number of items on the rubric.

For this reason, my feedback is very specific on each item. However, there are other areas where Dr. Ash did exemplary work this year, as well as areas where I thought improvements were needed.

Dr. Ash continues to be a very strong leader who is comfortable setting an agenda or determining a vision and moving forward to implement it. He strives to be a person who is data-driven but sometimes feels assured about a decision or direction and does not always provide the data that others might benefit from in order to support his vision. He wants to be about teamwork, but does not always bring the School Committee along as a team, and sometimes interactions break down the team feeling. I think this was most noticeable during the fall summits where the School Committee was on our own during several critical presentations.

Since we transitioned the position of Chair, I have found Dr. Ash agreeable about setting agendas together. Bill Hurley and I have met with Dr. Ash about once a week since mid-March. After that time, Dr. Ash also appeared to be more fully engaged with the Policy Manual Review Project. It was helpful when he engaged and shared his thoughts. It would have been even more effective if we had a sense of how he was bringing along all of the administrators and staff. I am glad he included a proposed District Goal for next year to allow staff training for any new policies. It surprised me a bit as I expected he was incorporating staff in the process.

I appreciated that Dr. Ash worked with the LEA to include invitations to the School Committee for their annual retirement celebration. I had heard about it for several years, and it was a great honor to be able to attend at least part of the celebration. Our staff – especially those who have served here for many years – deserve recognition. In addition, hearing their stories – what inspires them and kept them engaged with our students for so long – is very motivating.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	~~Orig: study research on data teams and learn about practices from other school systems.~~ (Technically not met but School Committee agreed to replace this goal on April 23, 2105 because it made sense to prioritize the transition to new superintendent and capital projects demanded unexpected time from everyone) Updated: Work to ensure smooth transition to new superintendent	☐	☐	X	☐	☐
Student Learning						
2	Work with community stakeholders to support goal 2 in SIPS – increase student pro-social behavior and resiliency and reduce sources of unhealthy student stress to improve student academic performance and well-being.	☐	☐	X	☐	☐
District Improvement						
3	Improve Academic Performance for All Students Improve Social & Emotional Program Supports for All Students Improve Safety for All Students These are all ongoing goals and significant progress has taken place this year. Some of these goals can't formally be "met" and will likely remain goals for a long time. LHS has begun to tackle major stress-inducers, including homework and working out a pilot to bring back an honors level science class. This work is very much appreciated. The School Committee was not able to revise the Homework Policy and it will be a goal to have all stakeholders help with this by June 2016. Assessment and the impact of technology also need to be addressed. ALICE training is being piloted and the collaboration between LPS, Police and Fire is appreciated.	☐	☐	X	☐	☐

4	Refine and Implement the First Phase of the District's Master Plan	☐	☐	☐	X	☐
5		☐	☐	☐	☐	☐
Other Goals (if any)	Added on April 23, 2015					
6	1. Provide smooth transition to new superintendent Transition is happening as we write this evaluation and it will be easier to evaluate after July 1. There were helpful periods where Dr. Ash invited Dr. Czajowski to visit at Special Town Meeting and at Town Meeting. There were some challenges in some of the hiring coordination for people who will be here next year. There were some missed opportunities to schedule transition days. At the very last possible minute the School Committee initiated a discussion to see if we could coordinate some transition days. It would have been helpful to have this planned in advance to allow more time for current administrators to meet with the incoming superintendent, who will begin on July 1 when multiple people will be away. Given the capital projects, it would have helped to provide tours while schools were in operation, and possibly to schedule some overlapping time with both superintendents and the consultant. Advance finance transition meetings would also have been helpful, plus some means of identifying appropriate staff members to transition the RFP process for Lextended Day. 2. Hire Assistant Superintendent of Finance and Business, Director of Technology Both searches failed to meet their goals and were "busted". Dr. Ash strongly recommended seeking another waiver from the state to retain the current Director of Technology. I had hoped that after several years we had developed more in-house expertise to have a succession plan. The current director had announced his retirement and will now remain in place. Lexington needs to have a succession plan and I hope administration will support in-house staff who may be interested in advancing, or a review and possible restructure of this department to make sure that we can properly support the significant investment taxpayers have made in technology infrastructure, equipment and staff. An internal promotion will provide continuity to the Finance Director position, and it is not clear how to evaluate the superintendent's role in the search outcome. I am glad we will have continuity, but in an ideal world it would have been helpful to attract a person to fill all aspects of the outgoing ASFB.	☐	☐ X	X	☐	☐
7	3. Work to help develop school facilities plan presented at Special Town Meeting Dr. Ash played a role along with other members of the AhSFMPC as SMMA crafted a Master Plan proposal for Lexington, meeting with the architect, attending the	☐	☐	X	☐	☐

	AhSFMPC subcommittee meetings, and meeting with members of the Finance Committees. He attended Summits and Information Sessions and helped answer questions. An area that needed more advance attention was developing redistricting or other proposals to take advantage of new space at Estabrook and to avoid taking away an art (and possibly also a music) room at Fiske (to use as a general education classroom). The facility plan relating to structures also needs coordination around students and school assignment. Redistricting is never a preferred option but it is frustrating to see empty space at a school that was built larger to alleviate overcrowding and is adjacent to a school with severe overcrowding. 4. Take lead role in Unit A collective bargaining As enrollment rises our capital and operating expenses will continue to increase and this requires careful financial planning. Several of the proposed gains for students are contingent on matters the SC can't guarantee and that concerns me. There were times I feel the superintendent exceeded his authorization. The pace was pressured as the superintendent and LEA president were eager to settle before they retired. Time will tell if this was a benefit or not. At at least one very critical juncture I believe we needed more data to demonstrate whether we could afford a proposal and rather than provide the information I feel the superintendent pressured a response without having provided us with the data that could have justified the proposal as a fiscally responsible option. This was of concern to me. This contract is not settled so I will not comment further. Other note: Goal-setting has improved, but we are still not at the level that the Implementation Guide recommends for this model of the five-step evaluation process. Dr. Ash has moved to an if-then approach to district goal setting. SMART goals would provide measurable results and while some goals can be more readily measured (did or did not hire a new Assistant Superintendent for Business and Finance), even that outcome (which was not met) is probably not what Dr. Ash wants us to evaluate – rather that the process for the hiring was done well, or that he had made efforts to recruit strong candidates. Similarly, in trying to assure a smooth transition, in hindsight, the SMART goal approach would have been helpful as it might have included a specific number of transition meetings, or a review of each department, etc. The more general goals are not the most helpful in an evaluation process and, if selected, would be better supported if a superintendent provided more evidence / data.			X		

Superintendent's Performance Rating for Standard I: Instructional Leadership

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

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

Key Action 1: We invested in a new position (Director of Planning and Assessment) to address data needs and shifted role of assessment away from Technology Director. This person understandably needs time to immerse in the system. We have seen some initial reports from Ms. Kavanaugh and these were helpful – well presented and clear. Role of superintendent in infusing all aspects of decision making with data can be more clearly demonstrated in future School Committee meetings by incorporating data and also by providing an overview of the way that the new position is helping other administrators use data in their decision-making. As we outline shared goals, I look forward to more clear presentations which are informed by data. These central questions remain key for the system to understand and will help us improve in the future.

- How administrators analyze and report data to stakeholders?
- How administrators use data in decision-making and planning?
- What is our current capacity to collect/store/analyze data?

- What are some of our short- and long-range data and planning needs?

Key Action 2: Enrollment Working Group was an effective means of incorporating residents with special expertise to help with data-informed decision making. While they did focus on forcecasting student enrollments, several times School Committee members asked for the administration to work with EWG and our Special Education program experts to deepen this approach and help us understand how to understand the specific impact on our special education programs so we can use space wisely and make sure that we are planning for future growth in programs ranging from the Intensive Learning Program to our social & behavioral focused programs to our programs focusing on neural processing challenges to dyslexia. It felt as if the superintendent was not willing to dig in to help the School Committee process this data and I did not expect the resident volunteers to be able to do the work alone. As the year is ending I am glad the superintendent is now trying to work on this as I believe we need the information to plan for all of our students. It was frustrating to have to ask multiple times for this information and to feel it was not going to be possible to obtain it.

The Key Actions cited do not dig all the way into this performance standard – as it specifies using 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. For a data-driven decision-maker, it feels that more obvious sources of data, like MCAS results or other measures of student growth, including our internal assessments, – should be highlighted and referred to throughout the year. Staff have also spent considerable time developing internal assessments. I wish these were made more transparent at School Committee meetings so that staff work is "counted" and shown to us and to the community as a whole. Sometimes people do not understand the purposes of professional development, or the work that is done by department heads and in Professional Learning Communities. "Data teams" are mentioned in School Improvement Plans, but it would be so helpful to have shared out the results of this work for the School Committee, or included more about the results or gaps when formulating the budget for next year. If these are central strategies to improve student learning, it would be great if they were made visible by the superintendent.

Examples of evidence superintendent might provide:

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

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

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

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

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

Environment indicator: develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional and social needs of students.

Dr. Ash tied this to his Student Learning Goal and included a focus on work in the Guidance Department. I was glad to hear the Guidance review after their work on K-12 curriculum review. There is work to be done and I appreciate that they were forthcoming

about the need for LPS to improve in several areas. Helping the School Committee and community understand real challenges is key to creating an environment where we can figure out how to improve for students.

Support evidence: Working with Director of Guidance to identify additional positions for FY16 (3 K-5 social workers, one additional high school guidance counselor, .5 guidance counselor at Bridge, .4 HS special education social worker and .4 HS gen. ed social worker)

I appreciated Dr Ash's willingness to meet with me and Andy Beck from School and Main Institute to explore whether a future Coalition approach might help in bringing together schools, municipal staff & leadership, with the community.

In establishing this goal, I had hoped for an infusion across curricular areas. I appreciate the commitment shown by our Guidance Department – and look forward to their ongoing work. I hope a superintendent is in a position to speak across all grades, all department and all schools to nurture a reflective conversation between all system-engaged adults to consider how they can play a part in increasing pro-social behavior and resiliency. Every department needs to be on board to reduce sources of unhealthy student stress.

Our student representative attends LHS and has often provided clear examples of ways that various classes, assignments or programs create unhealthy stress. I think the superintendent is in a very unique position with the ability to follow up on these examples.

I think the ALICE work that Mary Ellen Dunn has spearheaded with principals and in partnership with the Police and Fire Departments is critical and am glad it has been moving forward. I understand the need to establish pilots and address this work at a manageable pace. I wish it could move to all schools more quickly as I am eager for the day when all of our school staff have had the training and opportunity to practice these new skills.

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

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

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

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

I understand that Dr. Ash elected to apply this strand specifically around capital needs. I wish he had applied it to student stress and academic needs as well. My comments are about his specific stated goals. The capacity challenge has been very demanding for everyone this year. We all added extra meetings, reading, writing, advocacy, etc. At times the superintendent appeared to be united with the School Committee and that was helpful. At times this did not appear to be the case and this was detrimental.

1. Serve as an active member of the Ad Hoc School Master Planning Committee and share the committee's reports with all interested constituencies.

There were periods during the fall and winter when I was frustrated with the superintendent's participation in the AHSMPC. The preparation for Summit presentations was especially frustrating as it felt at times as if the superintendent withdrew from the required preparation for summits. I do not understand what transpired between the superintendent and then School Committee chair – but I felt as if the superintendent perhaps disagreed with the committee's preferred option and was therefore not producing slides or reports for Summits as he had routinely done in the past. When it was my turn to prepare – after our Chair asked me to present – Dr. Ash was willing to sit with me and participate in framing classroom counts – but it was not a free-flowing process. Later I learned that the superintendent discussed his negative perceptions about the committee with chairs of our Finance Committees. I found this detrimental to fostering constructive relationships between Summit participants. When I directly raised these concerns the superintendent was quickly

angry and defensive. I consider it a low point in my ten year relationship with the superintendent. Later, when it was time to prepare for the Special Town Meeting, we had a constructive initial conversation and he was fine authorizing me to work with Pat Goddard. I don't understand whether he simply preferred one approach for adding capacity over another, or whether something else changed. But I felt the entire process needed improvement.

2. Work closely with the architectural firm SMMA to ensure phases 1, 2 and 3 of their studies are complete and on time.

There were times where I felt the superintendent provided different directions to SMMA than what the School Committee had agreed to present or ask. It was a compressed time frame but it was critical to keep the SC's requests on the table or let us know a reason for a change.

3. Serve as an active member of the Enrollment Working Group and share their reports with all interested constituencies.

It felt as if Dr. Ash fully enjoyed his time with the EWG and grew to respect all members. I was disappointed that Dr. Ash would not allow any School Committee members to attend even one session, even to listen or otherwise fully understand and appreciate their work. This did not feel collaborative, like team-work, or respectful of the School Committee. The EWG was intimately connected to data concerning our students and I prefer an open-door approach where invested and engaged people can at least observe other engaged contributors at work in order to either build confidence, deepen understanding or trust in the process. I don't think EWG was responsible to build this bridge. I think the superintendent was in the best position to let EWG members understand why SC members could benefit from sitting in on a session to be better advocates for students over time. It would not have mattered to me which SC member attended – but I think one meeting could have welcomed one SC member to listen and learn for one hour.

4. Make recommendations to the School Committee that will address short- and long-range space needs based on projected enrollments and educational needs.

The superintendent was not in agreement with the SC when we unanimously voted to ask to lease space for September 2016. Rather than help us prepare for the summit, it felt that the superintendent pulled back from the next steps. Yet, there was no direct conversation to say that he disagreed. Back channel communication appeared to undermine the School Committee. This disagreement could have been handled in a more collaborative and constructive fashion. School Committee members worked tirelessly and tried to keep connected when information was not all flowing freely to us. As a central figure with full access to staff and consultants, there were many ways the superintendent could have been more helpful.

5. Meet with parents to discuss their school-specific needs and concerns.

Dr. Ash visited multiple schools to discuss enrollment growth and capacity needs. Many of these were night meetings and he did not complain about any of the added meetings. His energy was appreciated.

6. Work with elected and appointed municipal officials to effectively communicate school facility needs and plan for potential Town Meetings.

As stated above, there was an instance where the superintendent said negative things about the committee to other officials. This did not facilitate effective communication.

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

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

Overall Rating for Standard IV ***(Circle one.)***	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory Needs Improvement **Proficient** Exemplary

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

Dr. Ash focused on the development of the Mission, Vision and Beliefs statement.

It was helpful to update this policy.

1. Participate in the School Committee's subcommittee on Mission, Vision, and Beliefs to develop a draft document.

   Dr. Ash gave the green light to the group who worked to merge the administration's original draft of a Mission, Vision statement and the School Committee's amended version. This group included Laura Lasa, Carol Pilarski, Mary Anton-Oldenburg, Margaret Coppe and me. Dr. Ash did not participate in this group. I think it would have been helpful if he had participated and based on his write-up of this goal, I had expected that was his intention. Since he was leaving the district, I can

understand if he felt he would rather have representatives from the administration who intended to remain – but there was no clear statement about why he did not participate and that would have been helpful. Dr. Ash did meet with Judy Crocker and me in our Policy Subcommittee meeting later in the year, and did hear back our feedback from public hearings regarding the Mission/Vision Policy.

2. Communicate the draft Mission, Vision, and Beliefs document to all schools, PTAs/PTOs, and School Site Councils.

   We know the document was reviewed by at least some schools through their Site-Based School Councils but there is no data showing how Dr. Ash communicated to the above listed groups. Ms. Crocker and I did distribute drafts to the PTA/PTO presidents and also to the participants of the Site-Based School Council Roundtable. Having the superintendent embrace the process would have added energy to it and helped foster more engagement. The end result is a good policy and I was glad for the contributions of the above-listed members of the working group.

3. Work with school and parent leaders to ensure that the draft document is discussed and feedback welcomed.

   Dr. Ash said he shared the updated version with his leadership council and that they did not have additional comments. We suggested adding "family" to the initial statement after his round of feedback from his council and he was agreeable to the change that was suggested by a participant in one of the public hearings. That was a helpful and speedy round of final edits. A future Mission/Vision process would benefit from a superintendent possibly engaging with parents directly at a PTA meeting, parent forum or through a media outlet like LexMedia.

4. After discussions are held by all of the constituencies listed above, create a summary document for the School Committee and include my recommendation.

   We had a verbal discussion.

IV-F Managing Conflict.

Dr. Ash has a specific leadership style and when conflicts arise can be either calm or angry. This is an area for improvement. When Dr. Ash is willing to see a request from the School Committee as a challenge, it is helpful – sometimes he has a negative reaction and appears unwilling to try. It was helpful when he embraced the request to look at changing parts of the elementary calendar – but it has been a request made for several years. Along with the other comments on the mission/vision process, I think our system would be even stronger if the conflict resolution strategies were employed at all times.

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:_____