

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	<u>Dr. William Collins</u>	<u>Lenox Public Schools</u>	<u>Town of Lenox</u>
Evaluator:	<u>Cumulative Evaluation</u>		<u>06/24/24</u>
	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) I. Re-establish with professional organizations, networks, and DESE to advance professional practice.	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	3 Met	3 Exceeded
Student Learning Goal(s) I. Align School Improvement Plans with District Goals	☐ Did Not Meet	☐ Some Progress	1 Significant Progress	4 Met	1 Exceeded
District Improvement Goal(s) I. Safety & Security II. Equity & Belonging III. Systems Thinking IV. Communication	☐ Did Not Meet	☐ Some Progress	1 Significant Progress	2 Met	3 Exceeded

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

Indicators	Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exe mpla ry
Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, 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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i> Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance. Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.				

	Standard I: Instructional Leadership	☐	☐	6	☐
	Standard II: Management and Operations	☐	☐	4	2
	Standard III: Family and Community Engagement	☐	☐	4	2
	Standard IV: Professional Culture	☐	☐	3	3



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

☐ Unsatisfactory

☐ Needs Improvement

3 Proficient

2 Exemplary

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

Low ☐	Moderate 1	High 5
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Step 5: Add Evaluator Comments

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

Comments:

- I am incredibly pleased with the work Dr. Collins has done this year. I am also confident that he will continue to lead our district with reason and integrity in the years to come. I believe that Dr. Collins has made significant progress in achieving all his goals. And I also recognize that some of his goals he has undertaken are not accomplished immediately nor permanently. They are a work in progress that require ongoing focus and leadership. I believe his efforts will be successful and I look forward to working with Dr. Collins in the years to come.
- I believe that Dr. Collins has done an exemplary job. I question if some of it has to do with the state the district was in. Would any effort made look exemplary to me? Having said that, I believe no. He is extremely engaging, knowledgeable, a collaborator, a communicator and yet doesn't seem to settle. I see him knowing there is always more to be done. After the first year, it is time to get down to the curriculum, scheduling and offerings for the student who is not college bound.
- Dr. Collins has made great connections with administration, staff and community. His vision to strengthen trust and communication is clear. His willingness to listen in any situation to staff, community members and school committee will continue to strengthen the district cohesiveness. Having a "safe" environment and leader can only have a positive impact on student learning.
- Dr. Collins has had an excellent first year at LPS, steadying the administrative ship and providing much needed leadership in establishing a positive culture and high expectations for all staff. Three areas of excellence stand out in particular:
 1. Communication. Dr. Collins is a role model in his communication to the School Committee and the broader community, providing clear and timely updates that address and help to resolve difficult situations and pre-empt them before they become crises.
 2. Culture. Dr. Collins leads by example. He is making important progress in strengthening the LPS culture, not through speeches or memos but by modeling the ways of working that foster a positive culture and supporting his administrative team in doing the same.
 3. Strategic Planning. Dr. Collins has brought badly needed strategic planning to LPS, from the budgeting process to HR policies to building plans, laying the groundwork for multi-year investments that will have the highest possible return.I would also highlight two areas for development in the coming year:
 1. During School Committee meetings, it will be helpful to have data and information for the Committee to have more robust discussions about strategic planning and initiatives.
 2. The Year One focus was, rightly, on steadying the ship. But that has meant less attention, at least perceptible to a school committee member, on improvements in the educational program. Ambitious goals and clear progress toward them should be priorities in Year Two.
- Dr. Collins is a consistent, thoughtful leader. He has provided the District with stable leadership after many years of unexpected change. His inclusive, open leadership style fosters creativity in school leaders.

- Dr. Collins has been able to bring together a relatively new leadership team that has worked collaboratively and effectively to stabilize, assess, and improve the culture, practice and effectiveness of the Lenox Public Schools after a lengthy time of leadership instability and concerns related to poor accountability and harmful school culture. I appreciate the way that Dr. Collins began his tenure at Lenox by meeting with and listening to multiple stakeholders throughout the community. Dr. Collins has been commended by his leadership team for his collaborative style of leadership and engagement. Dr. Collins has demonstrated his willingness to be flexible when he receives information or feedback that suggests another approach. He has remained open to communication from parents, educators and community members. Dr. Collins keeps the School Committee informed in a consistent, timely and transparent manner. He ensures that the Lenox, Berkshire and broader communities are aware of the efforts and accomplishments within the LPS community. Dr. Collins has articulated a vision for Lenox Public Schools as a Safe and Brave space for all and has created a multi-step, multi-year plan to bring this vision into reality in Lenox. He has created and fostered systems of accountability when there are problematic interactions or behaviors within the school community.



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	To participate in activities and organizations that will advance the superintendent's professional practice. Be familiar with professional journals and educational news sources to stay abreast of research and trends. Attend legal seminars for updates in the law as it relates to public schools. Build a network of educational professionals.	☐	☐	1	2	3
Student Learning						
2	Work with the building principals and Director of Student Services to ensure that School Improvement Plans are aligned to District Goals and that administrator and educator goals are aligned to SIPS.	☐	☐	3	2	1

District Improvement						
3	Safety & Security: To assess and identify the safety and security needs in facilities, transportation, protocols, and procedures in order to proactively plan for the physical and emotional safety of students and staff.	☐	☐	☐	4	2
4	Equity & Belonging Explicitly make it known that we are fostering a culture of belonging. Offer training for the School Committee, administration, staff, and students. Hold each other accountable for living up to our core values.	☐	☐	1	2	3
5	Systems Thinking Establish consistent logical systems, protocols, procedures, and practices that will streamline the business of running a school district	☐	☐	2	4	☐
6	Communication - Keep the School Committee updated on District, local, state, and national education events to best make informed decisions in their governance role. - Establish regular meetings with the administrative team to share information and strategize solutions. - Create user-friendly websites for the District and schools to disseminate information in a timely fashion - Establish open and two-way lines of communication with municipal leaders - Highlight and celebrate student and staff successes	☐	☐	☐	☐	6
Other Goals (if any) The next 5 goals are implicit goals:						
7	Professional Development - Create robust in-house professional development designed specifically to meet the needs of Lenox school staff in achievement of individual and SIP goals.	☐	☐	2	3	1
8	Budget and District Plan Alignment - Build budget in alignment with school goals: Create a team approach to cost effective solutions that simultaneously address Lenox Public Schools' immediate and long-term issues while being a judicious custodian of tax dollars.	☐	☐	☐	3	3
9	Assess Facilities Needs - Assess the buildings' needs and the feasibility of addressing them (e.g. the shortage of classrooms and out-of-date science labs and the high temperature in second floor classrooms).	☐	☐	☐	5	1

10	To Be Present - An implicit goal is for the new superintendent to be present at student, staff, and community events.	☐	☐	☐	6	
11	To Re-establish Normality - An implicit goal is for the superintendent to convey a sense of calm, steady control in leading the District	☐	☐	☐	1	5



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>				
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	☐	☐	6	☐
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.	☐	1	3	2
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.	☐	☐	6	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	☐	☐	5	1
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.	☐	☐	4	2

Overall Rating for Standard I (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.
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☐ Unsatisfactory

☐ Needs Improvement

6 Proficient

☐ Exemplary

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

- 1-B: while the expectation may be clear, not all instructional staff personalized diverse learning styles, and personal interests.
- 1-E: data from many platforms have been collected, accessed and evaluated to help improve organizational performance.
- A major priority and accomplishment for Dr. Collins is the creation of a shared vision for the District.

- Dr. Collins has engaged with the Administrative Team, LEA and other instructional leaders to understand, identify and strategize solutions to issues facing our students in their education journey. As a result of these discussions, the team identified a need (that had been discussed but not resolved in the past) to dedicate resources to data analysis and curriculum development across grades and subject matters. Dr. Collins worked with the team to decide an approach and then brought that well developed strategy to the School Committee for discussion, feedback and ultimately budgeting and implementation. This is an example of the strategic leadership approach that Lenox has needed for a number of years. Dr. Collins has supported the Student Services Director in revamping how we identify and meet the needs of students who are struggling and has worked to ensure that we have grant funds to implement the MTSS approach to supporting student learning needs.

Examples of evidence superintendent might provide:

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

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



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

	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.	☐	☐	4	2
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.	☐	1	3	2
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.	☐	☐	6	☐
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.	☐	☐	4	2
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.	☐	☐	5	1

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.	☐	1	1	4
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	☐	☐	3	3
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	☐	☐	3	3
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	☐	☐	3	3

Overall Rating for Standard III (Check 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.
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☐ Unsatisfactory

☐ Needs Improvement

3 Proficient

3 Exemplary

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

- Dr. Collins has done an extraordinary job with community engagement. He came to our district at a tumultuous time and brought calm, consistency and his knowledge. His level of communication is above and beyond with not only the School committee but with the staff and families.
- I have received many positive comments from community members regarding Bill's presence at so many district events - for Morris School and LMMHS. Students know who he is and he makes a good effort to know each student by name.
- IIIA - there is a gap between families feeling they are "welcome members of the classroom." I am not sure it is openly communicated by staff as such.
- Dr. Collins is a strong communicator. He is present and engaged publicly at school events - accessible to family and parents.
- Dr. Collins has been planful and diligent in his process of using his first summer in the district to schedule meetings with community leaders, groups, professionals, and partners to get to know them, listen to their concerns and to begin a process of ongoing engagement. Since those first introductions, Dr. Collins regularly engages with community partners for issues, initiatives or concerns that impact the Lenox Public Schools. Dr. Collins has fostered open dialogue with town leaders which has enabled him to identify, strategize and plan to meet the needs of our students, staff and community.

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



	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.	☐	☐	3	3
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.	☐	☐	5	1
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	☐	1	5
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.	☐	☐	6	☐
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.	☐	☐	4	2
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	☐	☐	4	2

Overall Rating for Standard IV (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.
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☐ Unsatisfactory

☐ Needs Improvement

4 Proficient

2 Exemplary

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

- IV-C - the communication and transparency is so needed as we come out of a turbulent time for the district. It is noticed and appreciated.
- Dr. Collins creates an environment welcoming, encouraging and respectful of ideas and suggestions.
- The Professional culture in Lenox has improved considerably. Dr. Collins sets high expectations for the manner in which our education community treats students and each other. When there are issues that fall short of expectations, Dr. Collins supports accountability by implementing processes for discipline that are appropriate to the situation. Dr. Collins also fosters positive interactions and praise for our faculty, staff and students.

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: _____