

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: James Adams EA 5/3/2023
 Evaluator: Ashland School Committee [Signature] May 3, 2023
 Name Signature Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

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

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

Step 3: Rate Overall Summative Performance (Based on Step 1

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.

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.

| | Unsat s | Needs Impr | Prof | Exem p |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Standard I: Instructional Leadership | <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"/> |

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and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Exemplary

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the

| Goals | Focus Indicator(s) | Description | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|---|-----------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Student Learning Goal & District Improvement | See Attached Document | Throughout the 2022-2023 school year, the Developmental Relationships model from Search Institute will be utilized by educators at both the middle and high school as a framework for creating an evidence-based relationship plan between staff and students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Student Learning & District Improvement Goal | See Attached Document | During the 2022/2023 school year, students in Grades K-5 will show one full-year of growth in reading as measured by the Fountas and Pinnell Benchmark System (BAS), and 80% of students who are required to participate in MCAS testing will show at least 50% Student Growth (SGP) | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| District Improvement Goal | See Attached Document | Utilizing lessons learned from our partnership with Dr. Kris Taylor and Dr. Des Floyd and information gleaned from the District Equity Audit performed by L&P Education, we will incorporate district-wide changes to ensure all schools are incorporating anti-racist practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| District Improvement Goal 2 | See Attached Document | The Ashland Public Schools Media and Communications office will support the district's strategic plan efforts by communicating effectively to build community support and increase awareness of educational opportunities for all students. The District acknowledges effective communication is a two-way process involving both internal and external audiences, helps boost student achievement, and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Professional Practice Goal | See Attached Document | By the end of the 2022-2023 school year, a new five-year strategic plan with actionable and measurable goals will be approved by the | | | X | | |

| | | | | | | | |
|--|-----------------------|---|--|---|---|--|--|
| Student Learning & District | See Attached Document | By June of 2023, our PK-5 Literacy Team will establish a clearly defined approach to Literacy Assessment to ensure student needs are met in | | | X | | |
| Student Learning & District Improvement | See Attached Document | During the 2022/2023 school year, we will pilot the use of iReady Math for assessment, enrichment, and intervention purposes in grades 6-8. Additionally, we will pilot the use of iReady | | X | | | |

Standards and Indicators for Effective Administrative Leadership
Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

| I. Instructional Leadership | II. Management & Operations | III. Family & Community Engagement | IV. Professional Culture |
|---|---|--|--|
| I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning | II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies | III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns | IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict |

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|--|--------------------------|--------------------------|--------------------------|---|
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes) | | | | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when |
| OVERALL Rating for Standard I: Instructional Leadership 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. | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): See Attached | | | | |

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

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|---|--------------------------|--------------------------|--------------------------|---|
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |

| | | | | |
|--|--------------------------|--------------------------|--------------------------|---|
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| OVERALL Rating for Standard II: Management & Operations 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): See Attached | | | | |

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

| Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).) | U | NI | P | E |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 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. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| OVERALL Rating for Standard III: Family & Community Engagement 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |

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

See Attached

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

| | U | NI | P | E |
|---|--------------------------|--------------------------|--------------------------|---|
| 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. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| 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. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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. Focus Indicator (check if yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |
| OVERALL Rating for Standard IV: Professional Culture 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X |

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

See Attached

The Ashland School Committee has rated Mr Adams' performance as exemplary for the 2022-2023 school year. Committee members expressed gratitude and appreciation for Mr Adams'

ongoing dedication to the Ashland Public schools and his care and concern for our students and staff.

Mr Adams continues his exemplary work in leading our district and driving change that improves student outcomes, social- emotional health of students and faculty, and doing less with more in the changing dynamics of our student population.

His strengths continue to be in the financial managerial and operational spaces while communications and family engagement efforts over the past year have greatly improved. He is very skilled at crafting a budget for the district and then working with his administrative team to ensure the needs of all buildings are met, and that appropriate planning is done to address issues that come up or are on the horizon.

Jim is a conscientious, involved, informed and effective leader for our district. Through Mr. Adams leadership, we've been able to hire and retain an outstanding group of administrators. We've made exciting progress in both our data analysis and community engagement this year, and we look forward to the full implementation of our Mindess programming vision over the next few years in the new building. He undoubtedly has the best interest of students at the heart of all his decisions and cares deeply for his staff. Jim continually goes above and beyond to ensure that his decisions are data driven, compassionate, well-informed, and above all what is best for kids. He is an exceptional leader that works well to understand the needs of both the students and families of the district but also the staff. Jim has a growth mindset and continues to lead a strong administrative team. He has always been a great communicator, and he has been able to improve communications districtwide working in conjunction with our communications director to streamline communications, and reach out to more families. His communication skills have helped us work effectively with our union, our town manager and town government helping all of us move forward with important initiatives. Jim's approach to leadership is collaborative and based on respectful engagement of all stake holders, and his honest and transparent communication fosters trust and credibility, as was evidenced by the survey feedback, received as part of our strategic planning process. The engagement of an outside consultant for our strategic planning process shows that Mr. Adams recognized the need to take a different approach based on our changing community and our desire to get a perspective from experts.

There has been a lot of work done to advance our curricular goals this year, including the introduction of new data analysis tools that provide much greater insight into data that allows for more direct instructions and supports to address identified gaps. Mr. Adams has worked on elevating the student learning experience and growth through meaningful professional development for our staff and planning for student growth and curricular goals throughout our strategic planning process.

Noted was Mr. Adam's dedication to equity and cultural proficiency, and an empathetic understanding of our students, as well as the legal and social constructs that impact our families. The district continues to make strides in strengthening an already strong culture through its work on diversity equity and inclusion, although of course, much work remains to be done.

We want to take this opportunity to thank Mr. Adams for his ongoing commitment to the Ashland public schools. We are fortunate to have a leader with his moral compass, vision and

ability to develop and maintain constructive relationships to achieve better opportunities for our students. Thank you.