

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:**

Bill Olsen

**Evaluator:**

Avery Adam  
Megan Eckroth  
Sean Kelly  
Alicia Mallon  
Gloria Miller  
Chris Sanders  
Mingquan Zheng

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6/1/20

**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"/> 2 Did Not Meet	<input type="checkbox"/> 4 Some Progress	<input type="checkbox"/> 1 Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> 5 Some Progress	<input type="checkbox"/> 2 Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> 1 Did Not Meet	<input type="checkbox"/> 4 Some Progress	<input type="checkbox"/> 2 Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

**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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	4	3	<input type="checkbox"/>
Standard II: Management and Operations	2	3	2	<input type="checkbox"/>
Standard III: Family and Community Engagement	3	3	<input type="checkbox"/>	1
Standard IV: Professional Culture	3	3	<input type="checkbox"/>	1

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

3 Unsatisfactory

3 Needs Improvement

Proficient

1 Exemplary

## Step 4: 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*.

### Comments:

**AA: [U]** The 2019-2020 school year has been a very unusual year – ‘one for the books.’ I find the Superintendent’s goals to be challenging to evaluate, not only because our year was cut short by a pandemic, but also due to the lack of data and evidence presented to the School Committee to show any progress in most goals. I have discarded District Goal #1 as the School Committee directed the Superintendent NOT to create a strategic plan given his impending retirement. I would like to acknowledge the district’s role on the Town Safety Task Force. Much of the work and resources had a direct benefit to the district.

**ME: [U]** During the past year, several areas of much needed improvement have become evident, highlighted by errors or misconduct in communication, financial operations, and staff management. Factors such as a persistent lack of proactive communication, an extremely frustrating budget season that lacked in thoughtful and data-driven allocation of funds, and a failure to acknowledge and address situations in a proactive and professional way led me to an overall rating of Unsatisfactory, reflecting a performance that is consistently below the requirements of standards.

**SK: [E]** This was a strange year because of the COVID 19 pandemic, so most of goals were not met. However, I think progress was made on all of them and had the second half of the year not been so disjointed and required crisis management, I believe those goals would have been met. Overall, Bill’s greatest successes come from his numbers driven mentality, ability to work with the school community and families, and commitment to high performance.

**AM: [NI]** Though the shutdown did impact some goals, several of those were carry-overs from previous years including the partnership with Nashoba Tech which was expected to be further along. In addition, the lack of Diversity and Inclusion Team meetings in the school year leading up to the closure is concerning. While budget season was more informative this year, it is my hope that the additional oversight of budget and calendar development will lead to a clearer and more collaborative year with more effective communication in all areas.

**GM: [NI]** This was undeniably a difficult year. Some Progress was made toward various goals but no goal could be considered fully Met. It is my fervent hope that improved processes, particularly with regard to communication and budget, can be put into place this summer in preparation for next year. Given the current public health crisis those improvements are needed more than ever before, thereby heightening the urgency and mutual responsibility between both the Superintendent and the School Committee to ensure that they are better able to work collaboratively in the best interests of our students and school community.

**CS: [NI]** Westford Public Schools remain a top district, and an excellent place for families to enroll their children, regardless of the grade level. The Superintendent led the district through a year with challenges (very tight budgets) and unexpected detours (COVID-19 and the closure of the schools). These obstacles showed that while the Westford Public Schools are built on a sturdy foundation, there are areas for improvement. And the expectation is that the Superintendent will create an environment where there is a constant focus on assessment and improvement—never resting on past accomplishments or being satisfied with the status quo. In particular, I encourage the Superintendent to continue to look for ways to improve on (a) goal setting and tracking, (2) fiscal processes and budget development, and (3) professional communication with parents, staff, and the school committee. I look forward to working with the Superintendent in ‘20-’21, which looks to be another interesting and challenging year for the district.

**MZ: [U]** This school year comes with turmoil and challenges; starting from last summer where the committee had to deal with communication issues between the superintendent/principal with a parent; to procurement issues discovered; budget challenges; contract negotiations; and now COVID-19 school closures. Many areas failed to communicate to school committee promptly and effectively.

# 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 Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Student Learning Goal 1</b>	I-B, II-A, III-A, IV-D	Work with our Leadership Team and staff to develop and implement lessons, programs, and professional development that will promote Social Emotional Learning opportunities for our students.	<input type="checkbox"/>	4	3	<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning Goal 2</b>	I-A, I-C, IV-D, IV-E	Increase authentic learning experiences for students at all grade levels with the intent of developing more creative and higher order thinking, and curriculum relevance.	<input type="checkbox"/>	6	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal</b>	I-E, II-A, III-C, IV-E	Collaborate with the administration of Babson College and Massachusetts Business Alliance for Education to conduct a forum of business leaders to assess current and future job skill requirements.	3	3	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 1</b>	I-E, II-E, III-C, IV-E	Through conversations with staff, analysis of research, assessment, and survey data – develop priorities to be incorporated into a new three-year Strategic Plan.	6	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 2</b>	I-E, II-A, III-D, IV-E	Work with our staff, Town/School Facilities Director, Public Safety officials, and Town Administrators and Boards to improve school safety for our students and staff.	<input type="checkbox"/>	2	5	<input type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 3</b>	I-E, II-E, III-A, IV-A	Develop a FY21 school system budget and Capital Plan that meets the education, social/emotional, and safety needs of our students.	1	3	2	1	<input type="checkbox"/>

## 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 Decision Making 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 II-E. Fiscal Systems	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
<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"/> <b>Focus Indicator</b>	<input type="checkbox"/>	1	5	1
<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"/> <b>Focus Indicator</b>	<input type="checkbox"/>	3	4	<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"/> <b>Focus Indicator</b>	<input type="checkbox"/>	4	2	1
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	3	<input type="checkbox"/>	4	<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"/> <b>Focus Indicator</b>	<input type="checkbox"/>	5	1	1
<b>I-F. Student Learning:</b> 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.	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 determining a performance rating for this Standard.			
<b>OVERALL Rating for Standard I: Instructional Leadership</b> 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"/>	3	4	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b> <b>AA:</b> I am rating these goals based on the Superintendent's supervision of the Assistant Superintendent. Much of the curriculum evaluation and implementation falls directly to the Assistant Superintendent. An effort to change Start Times was again not implemented. There is a significant lack of evidence that any of these goals were effectively completed by the Superintendent. <b>ME:</b> Continually promoting the learning and growth of students and success of staff has been a priority of WPS at the curriculum and instruction, and staff professional development level. There needs to be a much greater focus on a shared vision that is championed by the superintendent through attention to equity across schools, and follows a clear set of district goals aimed at student engagement and success. Despite the financial hurdles faced over a start time change, little to no initiative was taken by the Superintendent to work toward achieving this. Additionally, no action was taken or plan outlined following the staff stress survey. Both of these items were identified as measurement criteria in his goals. <b>SK:</b> Bill excels when it comes to dealing with his Principals and central staff. I know Bill to be numbers driven, which is what the job requires. He makes decisions based on projections and outputs. He stands above the rest when it comes to data driven decisions.				

**AM:** The group that worked on later start times neglected to consider the impact of Miller and Day schools having simultaneous start times, so an incomplete picture was presented. Also, the staff evaluation process is not something the committee is informed of unless there is an issue that rises to a grievance. Implementing a 360 review will create an environment where these standards will be clearer. Additionally, the elimination of a position which would effectively eliminate the corresponding language was inconsistent with the desires of the public, and may have been a different proposal if the Financial Subcommittee were involved in the discussion.

**GM:** While standards for instruction and curriculum remain high, improvements in the nature of assessments is needed to ensure that students remain engaged and connected with their learning. If remote learning (or some hybrid model) continues into next year, the district will need to be creative in implementing high-quality instruction in a way that is accessible to all students.

**CS:** Westford students are fortunate to have access to an engaging, rigorous, and broad curriculum. That said, I am concerned that Westford is missing an opportunity to pull ahead of other districts and innovate. We have dabbled with social-emotional learning, but we have not taken sufficient steps to formalize or use evidence to bolster our curriculum there. The educational landscape may be changing very rapidly in the coming years; the COVID-19 pandemic has likely accelerated this change, or at least shone a light on it. I think our administrators have been nimble in responding to changes in student needs, to changes brought on by coronavirus, and to changes necessitated by statewide mandates. What I'm hoping to see is a vision from the top of (1) what our curriculum and learning priorities are, (2) how they're being implemented, and (3) how they're being measured.

**MZ:** Not much has changed in this area; now with COVID-19 school closure there is obvious deficiency present but not being addressed. This is a learning process to deal with COVID-19 but also this means that it needs to be constantly adjusted to reflect and improve, some parents/teachers/students are frustrated by the current remote learning plan but did not see any improvements even though they constantly approached school administration. Leadership evaluation should be more transparent.

## 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
<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"/> Focus Indicator	<input type="checkbox"/>	4	3	<input 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.	1	2	4	<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"/>	2	5	<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.	3	3	1	<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"/> Focus Indicator	3	3	<input type="checkbox"/>	1
<b>OVERALL Rating for Standard II: Management &amp; Operations</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.	3	2	2	<input type="checkbox"/>

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

**AA:** There was a pattern of poor management from the start of the year to the present. We saw a lack of proper supervision of staff, and lack of discipline of direct reports. We were alerted to a year-long oversight in procurement practices, resulting in an audit. In October, a joint meeting with leadership and school committee was completely ineffective due to the Superintendent’s ground rules. Most recently, while out sick, there was a lack of communication leading to questions to ensure proper chain of leadership.

**ME:** The attention to the safety, health, emotional, and social needs of our students and staff has been satisfactory. Focus Indicators II-D and II-E highlight the unsatisfactory areas of performance this past year with regards to fiscal oversight and ethical guidelines. The past year’s budget process was frustrating and disappointing, as the proposed budget was not reflective of a shared vision and did not prioritize student learning impact while recognizing the limits of available resources.

**SK:** Bill’s focus and prowess has always been with the numbers. This was a tremendously difficult year from a budget perspective and no one was pleased with making reductions, but Bill did a good job at shaping the budget in a way that citizens could understand and give input on. Overall management was good this year, but I think there was some confusion early on in the COVID-19 pandemic as to what WPS’s response would be. I think many school districts suffered the same problem though, due to conflicting information from the State Government.

**AM:** The discovery of a nine-year procurement issue and the management of the budget process this year are of grave concern. In addition, the lack of communication with affected staff on multiple occasions created unnecessary stress and uncertainty. Additional oversight and review of processes are required.

**GM:** Deficiencies in procurement practices were discovered and some mitigation measures were put in place, but a full audit of procurements has not been completed at this time. Without that additional audit information, it is difficult to fully assess compliance with state procurement laws. While I have rated Fiscal Systems as Needs Improvement overall, the budget process this year was Unsatisfactory. Procedural improvements need to be put in place for the future that include earlier consultation with School Committee, open discussion of various trade-offs and options within the budget, and the willingness to adjust the budget as needed to align with the district’s vision, mission and goals. Short-term budgeting practices have failed to address long-term fiscal challenges facing our school system.

**CS:** Westford schools continue to be a safe, clean, and efficiently run place of learning and working for our students and staff. There are improvements to be made, however. I look forward to an evolved budget development process that is reflective—from the start—of the district’s vision, mission, and goals. The procurement violations that came to light this year raised serious concerns about oversight of processes and procedures, fiscal and otherwise. Lastly, I would expect that any Superintendent demonstrates proper use of his or her position. This would include, among other things, careful use of email, and proper handling, viewing, and dissemination of confidential information (e.g. personnel information, executive session minutes, etc.).

**MZ:** Procurement issues have been around for so many years and have not been discovered, this is a huge lapse of responsibility on superintendent’s ability to manage and operate school system with expected ethical and lawful standards in violation of town and school policies. Budget development process need to involve school committee early in the process. On multiple occasions school committee was not aware of changes until after the public sent in angry questions to the committee.

## 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
<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"/> <b>Focus Indicator</b>	2	4	<input type="checkbox"/>	1
<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.	2	1	4	<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"/> <b>Focus Indicator</b>	3	2	1	1
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> <b>Focus Indicator</b>	2	3	1	1
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</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.	3	3	□	1
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b> <p><b>AA:</b> Once considered a strength for the Superintendent, we have seen a decline in his ability to effectively communicate with families. He had admitted to an error in judgement when corresponding with a parent and was issued a warning by the School Committee.</p> <p><b>ME:</b> Family and Community Engagement is a critical part of WPS success, and the mark has been completely missed throughout the past year. There have several instances of untimely or inadequate communication with the parent community (examples include redistricting, communication during budget season, and changes to 5<sup>th</sup> Grade Camp). The expected frequency and quality of communication from the Superintendent to both the School Committee and the parent community has been extremely disappointing throughout the school closure period.</p> <p><b>SK:</b> Bill's other great attribute is his ability to deal with families and community leaders. He is always open to criticism and composes himself professionally and pleasantly. His open-door policy an ability to take a call with someone at almost any hour of the day is admirable. When people do want to discuss a hot button issue, Bill does not avoid it, he generally welcomes them in to have a one-on-one discussion so he can understand their perspective.</p> <p><b>AM:</b> The lack of a Diversity and Inclusion Team during the school year created a situation where they were not available for consultation. There were also multiple large announcements such as Fifth Grade Camp that were announced simultaneously to the public and the committee, creating potentially avoidable stress. Communication was not effective this year.</p> <p><b>GM:</b> An unacceptable email exchange occurred with a parent and required the intervention of the Committee to resolve the dispute. While it may have been an isolated incident and it was ultimately resolved, its severity unfortunately requires that it be noted here. Another incident occurred when a potential redistricting map was released causing unnecessary parent anxiety since the ultimate recommendation was to not redistrict at this time. The Diversity and Inclusion Team has not reported to School Committee this year and may not have been meeting regularly. Several incidents occurred and should have been addressed by this Team but instead were handled at the administrative level. Without more information as to how these incidents were managed, it is difficult to properly assess whether the responses were sufficient.</p> <p><b>CS:</b> By-and-large, the district and the Superintendent continue to be satisfactory in their communication with families. My concerns in III-A stem from the inactivity of the Diversity and Inclusion Team, which is vital to community engagement in WPS. For III-D, my concern is that the Superintendent and the district need to do more to make sure parent concerns are addressed in a timely, equitable manner. How a parent or community member's concern is addressed should be independent of who they are, the nature of their concern, and the forum in which it is raised.</p> <p><b>MZ:</b> This area has been off the mark with unprofessional behavior towards a parent last summer. Use school resources to send out emails for superintendent's own contract negotiation messages is not very professional. During COVID-19 closure, many parents felt their voices are not being heard; many parents are frustrated with superintendent communications not resolving the actual underlying issues.</p>				

## 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
<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"/> <b>Focus Indicator</b>	☐	3	3	1
<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.	2	4	1	☐
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	3	2	1	1
<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"/> <b>Focus Indicator</b>	2	1	4	☐
<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"/> <b>Focus Indicator</b>	1	4	2	☐
<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.	4	2	☐	1
<b>OVERALL Rating for Standard IV: Professional Culture</b> 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.	3	3	☐	1
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b> <b>AA:</b> This year was riddled with lack of supervision, lack of discipline and even lack of layoff notices. Important committees, like Diversity and Inclusion, did not meet. Most egregious was the use of professional email and resources for personal and political gain. <b>ME:</b> Districtwide culture is something that needs to be nurtured and sustained and this has not been done consistently, or effectively, by the Superintendent over the past year. While cultural proficiency is something that is displayed and championed in pockets throughout our district, it is the responsibility of the Superintendent to set the standard and expectation for a professional culture district-wide. The "Shared Vision" Focus Indicator IV-E is one that the Superintendent has identified under several of his goals, and I see little evidence that all stakeholders (parents, community, staff, school committee, town boards and committees) are included in district-wide conversations and decision-making in a timely and consistent manner. Examples of this include the preliminary budget and budget discussions, redistricting discussions, start time discussions, and 5 <sup>th</sup> Grade Camp discussions. We cannot continue to encounter these huge impact topics with surprise, frustration, and lack of support information, as it is extremely detrimental to the culture of our school system. <b>SK:</b> I weigh the "Commitment to High Standards" aspect of this category of performance very high. Bill exceeds here. Bill expects all his staff to perform at a high level and the staff all seem to grasp that concept. I also find Bill to be open to criticism by his staff and he handles that well. <b>AM:</b> There were several miscommunications this year surrounding the budget and the proposed cuts. Staff members whose positions were proposed to be cut were not informed prior to the publication of budget materials. In addition, the Diversity and Inclusion Team did not meet and was therefore unavailable for consultation. The collaboration with NVTHS was carried over again, and incomplete in part due to scheduling coming after the shutdown. <b>GM:</b> Several emails were mistakenly sent to a large group of recipients when it was not appropriate to do so. Some communications went unanswered without an appropriate explanation. Several staff members were not notified of potential employment changes in a timely and professional manner. Lack of follow-up is a persistent issue and Committee members often have to repeatedly request information before receiving a response. Procedural safeguards need to be put in place to avoid such issues in the future. Discord with				

the Committee resulted in a public controversy that was disruptive to the entire school community. While there were undoubtedly mistakes made on both sides, the Superintendent should have taken measures to insulate the staff from this situation. Improved communication with the Committee must be instituted to promote healthier collaboration in the future.

**CS:** In a lot of ways, Standard IV is the most important, as it acts as a foundation for everything a district leader does to meet the other three standards. The Superintendent is an effective communicator, especially when speaking to the public or to people one-on-one. That notwithstanding, there were concerning communications this year from the Superintendent around a conflict with a parent. We require our leaders to engage in (and model for other staff), effective conflict management and respectful communication. This is especially true about any and all communication with parents, who must be made to feel that their child will be treated kindly and equitably in the Westford Public Schools. The Superintendent has high standards for the district, and I believe that the administrators and staff of the Westford Public Schools feel empowered to look for ways to improve instructional methods, operational procedures, etc. What I'd like to see more effectively formed and communicated is that shared vision piece: what are the strengths of the district, what are the weaknesses, and where do we need to be headed? I felt that the Diversity and Inclusion Team was one effective way for the district to be self-reflective and to help shape the vision of where we're headed; I was hoping to hear from the team this year, and look forward to their contributions going forward.

**MZ:** Diversity committee hasn't met in the school year. For any desired vision of the school system there needs to have concrete steps to achieve them and should be measured against. And in this year various conflicts are not being managed well causing turmoil in town and entire school system. Staff interaction needs to improve especially in difficult situations.