



# End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: 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:

The School Committee recognizes that Dr. Guillory entered the first year of his tenure as Superintendent during a turbulent time of significant turnover for the district and provided much-needed stability and organizational improvement. From Day 1, Dr. Guillory implemented a methodical approach to leadership and strategic planning, utilizing the ORID framework: observe, reflect, interpret, and decide. With a calm, imperturbable, reasoned, and reassuring demeanor, Dr. Guillory deftly engaged with hundreds of community stakeholders and developed an entry plan. Despite multiple challenges, such as returning from a pandemic and navigating through the Brookline Educators Union strike, he stayed focused on his goals:

1. Effective entry and direction setting.
2. Maintaining momentum during the transition.
3. Professional practice – New Superintendent Induction Program.
4. Safely reopening schools.

Dr. Guillory's frequent communications with the PSB community and School Committee were clear, informative, and transparent, with references to additional resources for those seeking greater detail. The superintendent was accessible to district leaders and School Committee members, regularly visited school buildings (including BEEP sites), and participated in many school and town events, gaining invaluable insights along the way. He is invested in identifying the district's structural needs and implementing the changes necessary to support them.



## 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</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Professional Practice Goal</b>		New Superintendent Induction Program: Dr. Guillory attended every session and met frequently with his mentor, Dr. Matt King. Dr. Guillory attended the MASS Executive Institute and consulted with the MASS and MASC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 1</b>		Effective Entry and Direction Setting: Dr. Guillory convened over 100 interviews with over 430 stakeholders and delivered his entry findings. He met frequently with the Town Administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 2</b>		Maintaining Momentum During the Transition: Dr. Guillory hired senior leadership personnel, created the superintendent's weekly community update, added the Spotlight on Excellence, reinvigorated School Site Councils, regularly met with BEU and PSB leadership, and participated in a plethora of school and town events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>District Improvement Goal 3</b>		Safely Reopening Schools: Dr. Guillory sent out frequent communications to caregivers and staff on the PSB website, providing up-to-date information on vaccination and testing clinics, MOAs with the BEU for safe working conditions, and collaborations with Panel 4 health experts, other district leaders, DPH and DESE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement Goal 4</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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 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 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<p>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.</p>			
<p><b>OVERALL Rating for Standard I: Instructional Leadership</b></p> <p>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.</p>	□	□	☒	□
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>I-A-1: During the 2021-2022 school year, Dr. Guillory presided over reviews of the K-8 math curriculum, 9-12 math curriculum, K-8 science curriculum, and middle school. The district’s early work on reviewing school schedules should help align staff levels to student needs, while improving disparities in structured learning time.</p> <p>I-B-3: The Office of Teaching and Learning worked on a dyslexia screening to help direct interventions for readers. The Office of English Learners conducted a review of its programs in an effort to strengthen them. A special education program review has been completed and discussed in public, providing clear guidance on the need for greater consistency in tiered supports and placement practices. Progress was made on these plans and reviews to meet the diverse needs of our students, with implementation to follow.</p> <p>I-D-3: Dr. Guillory completed all evaluations for those under his direct supervision, and conducted frequent visits at all school buildings in an effort to address goal-setting, problem-solving, school operations, scheduling, and how to use data to support student achievement.</p> <p>Dr. Guillory appears committed to looking at these programs through an equity lens to help address disproportionality in placements, performance, and overall student experiences.</p>				

## Superintendent’s Performance Rating for Standard II: Management & Operations



<p>Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)</p>	<b>U</b>	<b>NI</b>	<b>P</b>	<b>E</b>
<p><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.</p>	□	□	☒	□

<input type="checkbox"/> Focus Indicator (check if yes)				
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b>				
<p>II-A-3: To help ease the transition back to school from the tumultuous pandemic experiences of most students, Dr. Guillory committed significant resources to social emotional learning (SEL) for the 2021-22 school year. He kept the School Committee well-informed of the various SEL initiatives and engaged in systematic outreach with stakeholders, including an SEL newsletter for staff to use with students and caregivers. Dr. Guillory provided regular COVID updates and presided over the successful transition of ninth graders from Old Lincoln School to 22 Tappan St. in January of 2022..</p> <p>II-E-1: Dr. Guillory implemented a comprehensive, transparent budget for FY23 in the form of a printed budget book with clearly delineated categories that could also be analyzed on a comparative school by school basis. The improved procedures and presentations by the Office of Administration and Finance, and Office of Strategy and Performance were evident not only for FY23 budget development, but also for FY22 accounting. These improvements increased confidence in PSB finances, strengthening the PSB's relationship with its Town counterparts.</p>				

## 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).)

<b>U</b>	<b>NI</b>	<b>P</b>	<b>E</b>
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<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"/> Focus Indicator (check if yes)	□	□	□	☒
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	□	□	□	□
<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"/> Focus Indicator (check if yes)	□	□	☒	□
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	□	□	□	□
<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.	□	□	☒	□
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>  III-A-1: Dr. Guillory provided weekly informative community updates for PSB caregivers in a visually appealing manner, hosted monthly meetings with district-wide parent stakeholders, and regularly attended both school and town events, including back to school nights, sports events, science fairs, international nights, and ceremonies. He also participated in the Ruffin Ridley readers program. Dr. Guillory’s “Spotlight on Excellence” at School Committee meetings helps highlight the important contributions and achievements of our students and staff members.  III-C-1: Improvements were made to the PSB website to increase visibility for issues of particular interest to the community, such as the COVID dashboard. Most communications were translated into several different languages in an effort to ensure meaningful accessibility to ELL families. It would be helpful to know the breadth of documentation that is translated into other languages and the timing of when those translations become available.				

## 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
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>OVERALL Rating for Standard IV: Professional Culture</b></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>IV-B-1: Dr. Guillory led the Human Resources and Educational Equity departments to help support Brookline Educators for Educator Diversity. He launched the Educational Equity website and hired a Senior Director of Equity who reports directly to the Superintendent. He also developed a district-wide professional development plan for the 2022-2023 school year that focuses on cultural proficiency and anti-racism.</p> <p>IV-C-1: Dr. Guillory provided weekly community updates, presentations at School Committee meetings, and improvements in the organization and breadth of the PSB website. Community stakeholders and staff provided positive feedback to these changes.</p>				