



Superintendent:	endent: Linus Guillory			_				
Evaluator:	David A	. Pearlman	Dav	id G. Pearlman		7/28	3/23	
	N	ame		Signature	Date			
Step 1: Assess Progress 1	oward Goals	(Reference perfo	ormance goals; che	ck one for each set of go	oal[s].)			
Professional Practice Go	pal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	⊠M	et	☐ Exce	eded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	⊠M	et	☐ Exce	eded
District Improvement Go	al(s)	☐ Did Not Meet	☐ Some Progress	Significant Progress	⊠M	et	☐ Exce	eded
Step 2: Assess Performan Unsatisfactory = Performance on a standard or or below the requirements of a standard or or Needs Improvement/Developing = Performance on a standard or or Needs Improvement (Developing) = Performance on a standard or or Needs Improvement is Unsatisfactory at the time. Improvement is Proficient = Proficient practice is under Exemplary = A rating of Exemplary indicates	dard or overall has not so verall and is considered ormance on a standard is necessary and expect restood to be fully satis	significantly improved follow d inadequate, or both. or overall is below the requed. sfactory. This is the rigor	wing a rating of Needs Improver uirements of a standard or overa	ment, or performance is consistently all but is not considered to be	Unsatisfactory xod	Needs Improvement		Exemplary Exemplary
Standard I: Instructional	Leadership							
Standard II: Managemer	nt and Operations							
Standard III: Family and	Community Enga	gement						

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:

Dr. Guillory inherited an unenviable situation of a district in turmoil with high turnover in the superintendency. In just two full years on the job, he has provided calm, stable leadership with a methodical approach to implementing the changes necessary for improvement. An excellent listener, Dr. Guillory demonstrates a keen interest in soliciting input from others in a respectful manner that cultivates community confidence. While some might like to see change happen more quickly, the superintendent understands the perils of reacting to the passions of the moment without first looking at the broader context and its potentially unintended downstream consequences. To this end, Dr. Guillory spent much of his second year presiding over a series of critical program reviews (e.g. English Language Learning, Middle School, World Language, Social Studies, CST/Student Intervention, special education, etc.) that will serve as the foundation for important decisions to be made in his third year. He understandably did not want to get ahead of that process, or of the strategic plan (to be completed in the fall of 2023), which will similarly help shape the substantive trajectory of the district.

Dr. Guillory has done a superb job of increasing the approachability and visibility of central office. The superintendent himself regularly visits every Brookline school facility, visits out-of-district locations that Brookline students attend, and can regularly be seen at town functions. It is important for a superintendent and his top deputies to know first-hand what happens at the building level and in the community. Other strengths of Dr. Guillory include his highly informative weekly communications to PSB families, his unflappable nature, his regular highlighting of student and staff achievements, his commitment to evidence-based decision-making, his adherence to transparency on difficult subjects such as racial disproportionality, and his laser focus on building effective organizational structures that can weather the vicissitudes of a complex, pressure-filled environment.

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.			Did Not Meet	Some Progress	Significant Progress	*	Exceeded
Goals	Focus Indicator(s)	Description	Ď	So	Signal P.	Met	Ш
		Began re-envisioning administration professional development; topics selected based on administrator needs, observations of trends as well as updates in DESE regulations					
		Welcomed a new Town Administrator and host frequent meetings with the Town Administrator					
Student Learning Goal 1	Supervision and Evaluation	Provide ongoing, regular feedback to school leaders; emphasis on thought partnering with them to work through problems of practice/challenges with which they are grappling					
		Each of my director reports is on track to receive their written feedback by June 30, 2023					
		By September, ensure evaluators communicate timelines and expectations					
		Model visible leadership through presence and engagement at District events					
		Mantra: Keep the main thing, the main thing					
		Students at the Center					
		Every student by face and name, to, through and beyond graduation					
		Launched the strategic plan development process in July 2022 with the School Committee					
Student Learning Goal	PSB Multi-year Educational Strategic Plan	Held a leadership retreat in August 2022 with SWOT (strengths, weaknesses, opportunities, threats) analysis of current practices and culture					
2	(Goal 2)	In the spring 2023, began the community stakeholder engagement process and host envisioning the future sessions					
		Began developing action steps and begin identifying key strategic initiatives					
		Dr. Ruth Gilbert-Whitner presented the status of the plan at School Committee May 2023					
		District administrators began drafting action plans June 23, 2023					

District Improvement Goal 1	Fiscal Stewardship (Goal 3)	 Operated the district with a consultant acting in the capacity of Deputy Superintendent for the year; worked closely with the Finance subcommittee chair and committee to improve financial reports/reporting Hired a Deputy Superintendent of Administration and Finance Clean audit for FY22 End of Year Report PSB Budget book and quarterly reports reporting all educational funds Settled paraprofessional contract with BEU Secured both an operating and debt exclusion override Coordinated with the Town to disperse ARPA premium payments Coordinating with the Town to transition functions to school payroll (MTRS & Deductions) 			
District Improvement Goal 2	Department Reorganization (Goal 5)	 First draft of a reorganization plan for Administration and Finance goal was to bring back or initiate missing core functions of work increase the departments coherence as well as ability to support/serve/meet the District's needs ideally in a budget neutral FTE way organized by function not necessarily by person Structurally, parts of the Office of Strategy have been "penciled" into A/F 		⊠	
Professional Practice Goal	New Superintendent Induction Program (Goal 4)	 Active participation in year two of Cohort 12 Massachusetts <u>Association of School Superintendent's</u> New Superintendent Induction Program (NSIP); attended every session (remote and in-person) Received ongoing coaching from Dr. Matt King, NSIP coach; regular <u>NSIP cohort meetings meetings</u> and individual meetings Serve as a thought partner frequently with NSIP colleagues; have built a network of colleagues to call upon to exchange ideas as well as get feedback Leverage resources from NSIP with senior team and/or school leaders 		⊠	

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards				
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency				

I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to erintendent goal(s).)	U	NI	Р	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. □ Focus Indicator (check if yes)			⊠				
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. □ Focus Indicator (check if yes) 							
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. □ Focus Indicator (check if yes)							
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)							
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. ☐ Focus Indicator (check if yes)				⊠			
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. □ 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 determining a performance rating for this Standard.						
The e	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.							
Dr.	Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Guillory utilizes a variety of well-conceived quantitative and qualitative data points, including narrative, in his informative presentations on all topics, including sensitive ones. This facilitates thoughtful deliberation and decision-making by both central office and School Committee, in a manner that the broader community can appreciate.							

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).)			NI	Р	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.Focus Indicator (check if yes)			×	
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. □ Focus Indicator (check if yes)		\boxtimes		
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. □ Focus Indicator (check if yes)			⊠	
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. □ Focus Indicator (check if yes) 				
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. □ Focus Indicator (check if yes)				
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 curriculum, staffing, and scheduling.				×	

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

Retention of administrators, building leaders, and teaching staff continues to be a challenge. This will likely be a focus area of the superintendent in his third year, as he continues to build new organizational systems, including within the Office of Human Resources. It should be noted, however, that Dr. Guillory has nevertheless made significant strides in this area compared to what he inherited.

The superintendent continues to excel in managing a complex budget during a particularly tumultuous time where there was no deputy superintendent of administration and finance for the vast majority of the school year, and multiple contingency budgets to prepare based on a joint town-school override request and a contentious debt exclusion ballot question for the Pierce School. The annual budget book remains clear, detailed, and digestible. It is the product of a values-driven approach that highlights cost-drivers, efficiencies, and building-level variations based on the specific needs of each school community.

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).)		NI	Р	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. Focus Indicator (check if yes) 				
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 				
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.Focus Indicator (check if yes)				×
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)				
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 mission of the district and its schools.				

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

Dr. Guillory sends out weekly newsletters to the PSB community that are both detailed and informative. He responds promptly and courteously to those who engage him. He supports community participation in a variety of endeavors, whether it's the inclusive strategic plan, analyzing School Improvement Plans, or supporting various task forces on issues important to the community at large.

The presentations of the superintendent and his central office administration on sensitive issues around equity, disproportionality, and social-emotional health demonstrate a profound respect for transparency, as well as trust in the School Committee and community at large to take on difficult subjects. Rather than obfuscating data that could cast the district in a negative light, he supports sharing information with the community, positive or negative, in an effort to stimulate productive conversation that can produce a roadmap toward meaningful, measurable improvement. Acknowledging the existence of problems represents the first step toward resolving them.



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	Р	Е
 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) 				
 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) 				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)			\boxtimes	
 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) 			\boxtimes	
 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) 				
 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) 				
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 learning for staff.				

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

Rather than micro-managing, Dr. Guillory trusts the expertise of his central administration professionals and school principals to effectively carry out their duties. He regularly meets with them, listens, evaluates, and offers feedback. As much of what builds a professional culture understandably occurs behind proverbial closed doors, it can be difficult for the broader community to see cohesion and direction around broader district plans. With the strategic plan nearing completion, the superintendent will likely articulate his vision in greater detail during his third year.





Superintendent:	uperintendent: Linus Guillory						
Evaluator:	Andreas Liu		Andreas Líu		August	1, 2023	3
	Name		Signature	Date			
Step 1: Assess Progress	Toward Goals (Reference pe	erformance goals; che	eck one for each set of go	al[s].)			
Professional Practice 0	Goal(s) Did Not Mee	t Some Progress	☐ Significant Progress	\boxtimes M	et	☐ Exce	eded
Student Learning Goal	(s) Did Not Mee	et Some Progress	Significant Progress	⊠M	et	☐ Exce	eded
District Improvement G	Goal(s) Did Not Mee	et Some Progress	☐ Significant Progress	⊠M	et	☐ Exceeded	
Unsatisfactory = Performance on a stabelow the requirements of a standard or Needs Improvement/Developing = Performance on a stabelow the requirements of a standard or Needs Improvement/Developing = Performance in the standard or Needs Improvement of the standard or Needs Improvement of the standard or Needs Improvement or	andard or overall has not significantly improved or overall and is considered inadequate, or both. Informance on a standard or overall is below the standard to expected. Iderstood to be fully satisfactory. This is the received that practice significantly exceeds Proficial	following a rating of Needs Improve requirements of a standard or over igorous expected level of perform	ment, or performance is consistently all but is not considered to be	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructiona	al Leadership						
Standard II: Managem	ent and Operations						
Standard III: Family an	d Community Engagement						
Standard IV: Professional Culture					⊠		

End-of-Cycle Summative Evaluation Report: Superintendent



Step 3: Rate Overall Summative	Performance (Based on Step 1 an	d Step 2 ratings; check one.)	
Unsatisfactory	Needs Improvement	⊠ Proficient	Exemplary
Step 4: Add Evaluator Commen		call summative rating of Everpland No	ada Improvament or Uncaticfactory
Comments: Dr. Guillory handled impressively and Finance. Publicly, he continuted frequently with School Committee.	this year's operational challenges, nues to be a highly visible superintender members and senior staff, but these ities, and beliefs. This has contributed endent.	otably the extended vacancy ato ent who communicates effectivel e conversations have not always	op the Office of Administration by with families. He meets beled to a clear understanding of

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.			Not Meet	Some Progress	Significant Progress		Exceeded
Goals	Focus Indicator(s)	Description	Did	Some Progre	Sigr Prog	Met	Exc
Student Learning Goal		Supervision and evaluation				×	
Professional Practice Goal		New Superintendent Induction Program				\boxtimes	
District Improvement Goal 1		Multi-year strategic plan				×	
District Improvement Goal 2		Fiscal stewardship				×	
District Improvement Goal 3		Department reorganization				×	
District Improvement Goal 4							

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards			
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency			
I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication			
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning			
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision			
I-F. Student Learning	II-E. Fiscal Systems		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).)		NI	Р	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. □ Focus Indicator (check if yes)	of \Box				
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. □ Focus Indicator (check if yes)					
 I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustment their practice when students are not learning. □ Focus Indicator (check if yes) 					
 I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contra provisions. □ Focus Indicator (check if yes) 	ct				
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, an school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. □ Focus Indicator (check if yes)	d				
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, grow and achievement, including student progress on common assessments and statewide student growth measures where availa □ Focus Indicator (check if yes)	description descri	The Student Learning Indicator does not have correspondin 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.			
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.			⊠		
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement	t or <i>Unsat</i> isfa	ctory):			

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).)		NI	Р	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. Focus Indicator (check if yes) 			×	
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. □ Focus Indicator (check if yes)			×	
 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. □ Focus Indicator (check if yes) 		0	×	
 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. □ Focus Indicator (check if yes) 			×	
 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. □ Focus Indicator (check if yes) 		0	×	
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 curriculum, staffing, and scheduling.				
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or UnI was impressed by how, on top of his other duties, Dr. Guillory handled the challenge of overseeing final development during an extended vacancy atop the Office of Administration and Finance.			and budg	get

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	Р	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. Focus Indicator (check if yes) 			×	
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 			×	
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.Focus Indicator (check if yes)			×	
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 mission of the district and its schools.				
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or UnDr. Guillory continues to be a highly visible leader in the schools and at community events. His newslette good work being done in PSB are much appreciated by the community.			ations at	pout



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) 					
 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) 					
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.Focus Indicator (check if yes)					
 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) 		\boxtimes			
 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) 					
 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) 					
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 learning for staff.		×			
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Un	nsatisfacto	ory):			
Dr. Guillory meets frequently with School Committee members and senior staff and listens a great deal, but it has been hard for me to get a clear sense of his own goals, priorities, and beliefs. I think that more open communication is needed to allow the School Committee, superintendent, and senior staff to work together based on a shared vision.					





Superintendent:	_inus Guillory									
Evaluator: He	elen Charlupski	ttel	Helen Charlupskí		7/31/23					
	Name	Signature			Date					
Step 1: Assess Progress Toward Go	Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)									
Professional Practice Goal(s)	□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x Met	□Exceeded					
Student Learning Goal(s)	□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x Met	□Exceeded					
District Improvement Goal(s)	□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x Met	□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			Х	
Standard II: Management and Operations			Х	
Standard III: Family and Community Engagement				Х
Standard IV: Professional Culture			Х	

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 Commer	nts						
	ded for any rating but are required for an ove	rall summative rating of Exemplary, N	leeds Improvement or Unsatisfactory.				
Comments:							
I have been very pleased with D provided much needed leadersh	r. Guillory's performance over the las ip.	t 2 years. He has become part	of the community and has				

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district Significant Progress improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Some Progress Exceeded Did Not Meet Administrative Leadership. Met Goals Focus Indicator(s) Description **Student Learning Goal** Χ **Professional Practice** Χ Goal **District Improvement** П П Χ Goal 1 **District Improvement** П П \Box П Χ Goal 2 **District Improvement** Χ Goal 3 **District Improvement** Χ Goal 4

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards			
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency			
I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication			
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning			
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision			
I-F. Student Learning	II-E. Fiscal Systems		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).)			NI	Р	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. □ Focus Indicator (check if yes)			Х	
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. □ Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)			Х	
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)			Х	
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. □ Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)	The Student Learning Indicator does not have correspond descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning growth, and achievement must be taken into account who determining a performance rating for this Standard.			t on student dent learning, 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.					
Com	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>U</i>	nsatisfacto	ory):		



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).)			NI	P	Е
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. □ Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)			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. — Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)			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 curriculum, staffing, and scheduling.				х	
Com	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>	nsatisfacto	vry):		

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	Р	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. Focus Indicator (check if yes) 				х			
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 				х			
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 				Х			
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)			х				
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 X amilies, community organizations, and other stakeholders that support the mission of the district and its schools.							
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or United States of Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or United States of Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or United States of Comments and Comm	satisfacto	ory):					
Superintendent Guillory has been exemplary in Family and Community engagement. He attends numerous community events, is visible to parents and staff at the elementary schools, and has excellent interpersonal skills, all of which are critical for being a successful superintendent in Brookline. When he came to Brookline 2 years ago, we were in a crisis of leadership and were still dealing with the pandemic. Through his leadership skills, he has been able to bring some stability to the district by participating in the negotiations with the union which produced a long overdue agreement, hiring an experienced interim SPED director who was able to settle the open complaints with DESE, and hiring competent Deputy Superintendents who understand the Brookline culture. All of these have helped calm the waters and parents generally are pleased with their schools.							



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	Р	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) 			Х	
 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) 				Х
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)				х
 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) 			х	
 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) 			х	
 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) 			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 learning for staff.			х	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>	nsatisfacto	›ry):		





Superintendent:	Linus Guillory			7/10/23 Date			
Evaluator:	Steven Ehrenberg						
	Name		Signature				
Step 1: Assess Progress	Toward Goals (Reference pe	rformance goals; che	ck one for each set of go	oal[s].)			
Professional Practice G	Goal(s) Did Not Meet	☐ Some Progress	☐ Significant Progress	⊠M	et	☐ Exce	eded
Student Learning Goal	(s) Did Not Meet	☐ Some Progress	⊠ Significant Progress		et	☐ Exce	eded
District Improvement G	oal(s) Did Not Meet	☐ Some Progress	☐ Significant Progress	⊠M	et	☐ Exce	eded
Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check of 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.						Proficient Proficient	Exemplary Exemplary
Standard I: Instructiona	ll Leadership						
Standard II: Manageme	ent and Operations					⊠	
Standard III: Family and Community Engagement							
Standard IV: Professional Culture					×		

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:

Dr. Guillory continues to stabilize an organization in dire need of consistent management. His leadership style is calm, methodical, respectful, and reasonable. He continues to face major challenges on many fronts, including dissatisfaction among teachers, departures of key management personnel, curricular deficiencies in literacy instruction, and major budget volatility. The continued departures of top deputies remain an area of concern. Despite these challenges, he has led a strategic planning exercise that promises to bear fruit in 2023-24 and instituted a cultural shift by making school visits a top priority and regularly shining a spotlight on educational excellence.

I rated Dr. Guillory under Student Learning Goal as having made Significant Progress despite rating him as having met his Student Learning Goals below, because the district has (1) not set a clear path to make progress towards overcoming significant disproportionality in academic achievement, among other areas, and (2) continues to use foundational literacy curriculum unaligned with any evidence bases. I fully expect this rating to improve with the implementation of the Strategic Plan in 2023-24.

Superintendent's Performance Goals



improvement goals. Goals Administrative Leadership.	should be SMART and	learning goal, one professional practice goal, and two to four district aligned to at least one focus Indicator from the Standards for Effective	Did Not Meet	Some Progress	Significant Progress	at .	Exceeded
Goals	Focus Indicator(s)	Description	Ö	So Pr	Signal Production	Met	Ш
		Began re-envisioning administration professional development; topics selected based on administrator needs, observations of trends as well as updates in DESE regulations					
		Welcomed a new Town Administrator and host frequent meetings with the Town Administrator					
Student Learning Goal	Supervision and Evaluation	Provide ongoing, regular feedback to school leaders; emphasis on thought partnering with them to work through problems of practice/challenges with which they are grappling					
		Each of my director reports is on track to receive their written feedback by June 30, 2023					
		By September, ensure evaluators communicate timelines and expectations					
		Model visible leadership through presence and engagement at District events					
		Mantra: Keep the main thing, the main thing					
		Students at the Center					
		Every student by face and name, to, through and beyond graduation					
		Launched the strategic plan development process in July 2022 with the School Committee					
Student Learning Goal	PSB Multi-year Educational Strategic Plan	Held a leadership retreat in August 2022 with SWOT (strengths, weaknesses, opportunities, threats) analysis of current practices and culture					
_	(Goal 2)	In the spring 2023, began the community stakeholder engagement process and host envisioning the future sessions					
		Began developing action steps and begin identifying key strategic initiatives					
		Dr. Ruth Gilbert-Whitner presented the status of the plan at School Committee May 2023					
		District administrators began drafting action plans June 23, 2023					

District Improvement Goal 1	Fiscal Stewardship (Goal 3)	 Operated the district with a consultant acting in the capacity of Deputy Superintendent for the year; worked closely with the Finance subcommittee chair and committee to improve financial reports/reporting Hired a Deputy Superintendent of Administration and Finance Clean audit for FY22 End of Year Report PSB Budget book and quarterly reports reporting all educational funds Settled paraprofessional contract with BEU Secured both an operating and debt exclusion override Coordinated with the Town to disperse ARPA premium payments Coordinating with the Town to transition functions to school payroll (MTRS & Deductions) 			×
District Improvement Goal 2	Department Reorganization (Goal 5)	 First draft of a reorganization plan for Administration and Finance goal was to bring back or initiate missing core functions of work increase the departments coherence as well as ability to support/serve/meet the District's needs ideally in a budget neutral FTE way organized by function not necessarily by person Structurally, parts of the Office of Strategy have been "penciled" into A/F 		⊠	
Professional Practice Goal	New Superintendent Induction Program (Goal 4)	 Active participation in year two of Cohort 12 Massachusetts <u>Association of School Superintendent's</u> New Superintendent Induction Program (NSIP); attended every session (remote and in-person) Received ongoing coaching from Dr. Matt King, NSIP coach; regular <u>NSIP cohort meetings meetings</u> and individual meetings Serve as a thought partner frequently with NSIP colleagues; have built a network of colleagues to call upon to exchange ideas as well as get feedback Leverage resources from NSIP with senior team and/or school leaders 		⊠	

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards			
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency			

I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	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. □ Focus Indicator (check if yes)		×		
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. □ Focus Indicator (check if yes)			\boxtimes	
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. □ Focus Indicator (check if yes)				
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				⊠
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. □ 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 determining a performance rating for this Standard.			
The e	ALL Rating for Standard I: Instructional Leadership ducation leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that is powerful teaching and learning the central focus of schooling.			×	

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

Dr. Guillory's emphasis on data-informed decision making is clear and laudable. His Office of Teaching and Learning was in transition during this past year but performed strongly nevertheless, due to excellent interim leadership and deputies. I rated I-A as *needs improvement* because of Brookline's continued reliance on literacy curriculum that is unaligned with evidence, but I look forward to this improving in 2023-24.

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).)			Р	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.Focus Indicator (check if yes)			⊠	
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. □ Focus Indicator (check if yes)		\boxtimes		
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. □ Focus Indicator (check if yes)			\boxtimes	
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. □ Focus Indicator (check if yes) 			×	
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. □ Focus Indicator (check if yes)				\boxtimes
The	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 curriculum, staffing, and scheduling.				

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

Dr. Guillory inherited an organization in disarray and transition and has done an admirable job bringing stability to roles and responsibilities. Nevertheless, there remains a high level of turnover among top deputies and administrators. It is not clear to me how much of this is within Dr. Guillory's control, but overall, I am confident in his abilities to bring lasting stability to PSB leadership. His management of the PSB budget was proactive, careful, responsible, detailed, and values-driven in a volatile and difficult year and deserves recognition.

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	Р	E
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 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. Focus Indicator (check if yes) 				
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 			×	
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)				
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 mission of the district and its schools.			×	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Uns</i> . Guillory engages frequently and appropriately with the Brookline community at large. He created a mecommunity members during the Strategic Planning process. He responds to communications in a timely reasonable boundaries so not to become overwhelmed by community demands. He draws attention to Ps community members to join celebrations, and frequently attends community events outside of the normal	echanis manner SB achi	m for er while d evemer	rawing nts and i	nvites

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	Р	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) 				
 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) 				
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.Focus Indicator (check if yes)		\boxtimes		
 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) 				
 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) 			\boxtimes	
 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) 				
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 learning for staff.				
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Union Dr. Guillory's strategic planning exercise has been highly inclusive. His behavior has been impeccably petakes a long view of how to improve the district's educational culture and remains admirably methodical improvements. His communication style is to deliver information as needed and could be more proactive.	rofessio in how t	nal in ev o make		ect. He





Superintendent:	lent: Linus Guillory							
Evaluator:	Suzanne Federspiel		Suzanne Federspiel	July 31, 2023				
	Name		Signature			Date		
Step 1: Assess Progress	Toward Goals (<i>Reference perf</i>	formance goals; che	ck one for each set of go	al[s].)				
Professional Practice G	ioal(s) Did Not Meet	☐ Some Progress	☐ Significant Progress		et	X Exce	eded	
Student Learning Goal(s) Did Not Meet	☐ Some Progress	☐ Significant Progress	X Me	et 🗌 Excee		eded	
District Improvement G	oal(s) Did Not Meet	☐ Some Progress	☐ Significant Progress	х Ме	et	t Exceeded		
Unsatisfactory = Performance on a star below the requirements of a standard or Needs Improvement/Developing = Per Unsatisfactory at the time. Improvement Proficient = Proficient practice is und	ndard or overall has not significantly improved followerall and is considered inadequate, or both. If formance on a standard or overall is below the receis necessary and expected. erstood to be fully satisfactory. This is the rigor cates that practice significantly exceeds <i>Proficient</i>	owing a rating of Needs Improver quirements of a standard or overa	ment, or performance is consistently all but is not considered to be	Unsatisfactory	Needs Improvement	Proficient	Exemplary	
Standard I: Instructiona	l Leadership					X□		
Standard II: Manageme	ent and Operations					X□		
Standard III: Family and	d Community Engagement					Χ□		
Standard IV: Profession	nal Culture					X□		

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	X 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:

Dr. Guillory had a successful second year as Superintendent of the Public Schools of Brookline (PSB). He stayed on task and on his timeline with a thorough, thoughtful, and methodical analysis of collected data and of program reviews. He launched the strategic plan process in July, 2022 with the School Committee. This work was facilitated by Dr. Ruth Gilbert-Whitner. With forty members of the staff and the community, the workshops looked at envisioning the future. The status of the plan was presented to the SC in May, 2023. The strategic objectives fell in one of five areas: Teaching and Learning; Community Connections; Climate and Culture; Budget and Budget process; and Processes and Procedures. District leaders will develop action items for each of the strategic initiatives.

The Program Reviews were:

English Language Learning Study
Middle School Study
World Language Study
Social Studies Study
CST/Student Intervention Team Study.

Each review will have its own list of objectives and action initiatives over the next 3 to five years. In addition, there will be an early literacy program review in the 23-24 school year. Much work to be done and with a strong Central Office team and the leadership of Dr. Guillory and support from the School Committee, the implementation of needed changes will begin. Dr. Guillory reminds us often of the need for work to be prioritized with an equity lens and he encouraged the SC to do our own work around equity with our Office of Equity.

Dr. Guillory completed his goals for his first two years including his entry plan, his educational strategic plan, and the goals around professional practice, fiscal stewardship, and supervision and evaluation. He has hired a strong team for Central Office. I look forward

o his next set of SMART goals the			ou to Dr. Guillory for his many
nours of hard work and to his com	mitment to all students	in Brookline Schools.	

Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district Did Not Meet Significant Progress improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Some Progress Exceeded Administrative Leadership. Met Goals Focus Indicator(s) Description I-A-1 Goal 2: Multi-year Educational Strategic Plan I-B-3 Launched the strategic plan development process with the SC and the 40 member task force. Results were shared in June, 2023 with action items to Χ **Student Learning Goal** follow in the fall. Completed program reviews for the following: English Language Learning, Middle School Study, World Language Study, Social Studies, CST/Student Intervention Team Study. Office of Teaching and Learning will follow up with action items for each of these studies. IV-D Goal 1: Supervision and Evaluation Re-visioning administration professional development. Provided ongoing, regular feedback to school leaders. Each direct report is to receive targeted **Professional Practice** feedback with written feedback by June 30, 2023. Completed logs and Χ Goal notes demonstrating at least four visits per school. Delivered appropriate, in the moment feedback to school leaders at each visit or biweekly senior leader meeting. II-E-1 Goal 3: Fiscal Stewardship and Goal 5: Department Reorganization II-A-3 Dr. Guillory had a number of successes this year with the help of many in the area of fiscal stewardship. There is a new contract with the BEU for **District Improvement** Χ paraprofessionals. Secured both operating and debt exclusion overrides. \Box П П П Goal 1 Published a clear and easy to read PSB Budget book. Worked on the first draft of a reorganization plan for Administration and Finance. Hired a Deputy Superintendent of Administration and Finance. IV-B-1 Goal 4: New Superintendent Induction Program Dr. Guillory continued his work with his mentor, Matt King, in year 2 of the I-D-3 **District Improvement** New Superintendent Induction Program. He has also taken on leadership Χ Goal 2 roles outside the district such as the Executive Committee of the tri-county network for MASS and working as a dissertation advisor for BC. He has been appointed to the board of the Massachusetts Partnerships for Youth.

District Improvement Goal 3				
District Improvement Goal 4				

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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards			
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency			
I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication			
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning			
I-E. Data-Informed Decision making	II-D. Law, Ethics and Policies		IV-E. Shared Vision			
I-F. Student Learning	II-E. Fiscal Systems		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).)			NI	Р	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. XX Focus Indicator (check if yes)			X	
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. XX Focus Indicator (check if yes)			Χ	
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. □ Focus Indicator (check if yes)			0	
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				

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. □ Focus Indicator (check if yes)	The Student Learning Indicator does not have corres descriptions of practice. Evidence of impact on student learning based on multiple measures of student lea growth, and achievement must be taken into accour determining a performance rating for this Standa			on student ent learning, account when			
The e	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.			Х				
Com	Comments and analysis (recommended for any everall rating, required for everall rating of Everallary, Needs Improvement or Unceticioatery).							

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

I-A Curriculum: Dr. Guillory's goals are to ensure the curriculum is aligned with standards, professional development opportunities are maximized, and student outcomes are improved. PSB has recently highlighted and improved: K-8 math curriculum, K-8 science curriculum, and 9-12 math curriculum. The district will partner with the New Teacher Center to look more closely at our Tier 1 instruction. This school year 22-23 the following program reviews were conducted; English Language Learning Study; Middle School Study; World Language Study; Social Studies study; CST/Student Intervention Team Study. Action items from these studies will be forthcoming for the SY 23-24 and will inform the work for the district for the next several years.

I-B Instruction: Work with the New Teacher Center will continue to make sure our Tier 1 instruction is of consistent high quality that engages all students in the joy of learning. The district has hired an additional special education director and PSB has continued full funding for alternative learning programs at BHS. The ninth grade ELA pilot for de-leveled courses is planning to expand to five sections in 23-24.

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).)		NI	Р	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. XX Focus Indicator (check if yes)			Х	
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. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				

 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. Focus Indicator (check if yes) 		_		
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. XX Focus Indicator (check if yes)	s			Х
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 curriculum, staffing, and scheduling.			Х	
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement of II-A Environment: Dr. Guillory continued to support an expanded, comprehensive, student-centered Social Emotional Leas SEL newsletter primarily for staff that can be utilized for students/families. He continued to leverage data to assess the dadult-student relationships. II-E Fiscal Systems: Dr. Guillory with the help of a consultant acting as Dept. Superintendent and with the help of the SC financial reports/reporting. This includes: PSB budget book, a settled paraprofessional contract with BEU, operating and for FY 22 end of year report, and a dispersion of ARPA premium payments.	arning prograr egree to whic Finance subd	m in PSB. h the Dist	rict is grov	wing
Superintendent's Performance Rating for Standard III: Family and Con	nmunity	,	Massachus FI.FMFNTA	etts Department of

Engagement

	•
Y	Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	Р	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. XX Focus Indicator (check if yes)			Х	
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 			0	
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. XX Focus Indicator (check if yes)			Х	

III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.Focus Indicator (check if yes)				
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 mission of the district and its schools.			Х	
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Un			•	
III-A Engagement: Dr. Guillory welcomes and encourages every family to become active participants in t community. He has strived to include representative voices of all groups in such forums as the Strategic of continued work). He has overseen the development of the SEL website, Equity Website, and a weekly has visited schools and town functions frequently. In addition, he hosts bi-monthly meetings with district	Plannin / commu	g Task l unity nev	Force.(a wsletter.	n area
III-C Communication: Dr. Guillory engages in regular, 2-way culturally proficient communication with fam and performance. This includes translations in home languages for all important documents, Back to Sch community updates.				_
Superintendent's Performance Rating for Standard IV: Professional Cult	ure		Massach ELEMEN EDI	usetts Department of TARY & SECONDARY JCATION

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

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. XX Focus Indicator (check if yes)		Х	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. XX Focus Indicator (check if yes)			Х
 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) 			
 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) 		0	
 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) 			
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 learning for staff.		Х	
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>		-:	!

IV-B-1 Cultural Proficiency: Dr. Guillory supported and expanded the office of educational equity with the hiring of an assistant director. Through PSB Human resources and the Office of Equity, the following are some of the initiatives that were implemented:

Brookline Educators for Educational Diversity

Re-launched district wide professional development plan for SY 22-23, focusing on cultural proficiency/anti-racism

District wide P.D. with Debby Irving

9 district wide SEED seminars for educators and caregivers

Launched 4 monthly meetings of educator affinity groups

CARE parents' educator night

Maintained Educational Equity website

IV-C-1 Communication: Dr. Guillory demonstrates strong interpersonal, written, verbal communication skills. Communications include weekly community updates, engaging presentations at SC meetings, and a Spotlight on Excellence at each meeting. His work with Central Office and community groups led to the successful electoral passages of a debt exclusion vote (Pierce School) and a tax override (for town and school budgets).





Linus Guillory				
/alerie Frias	/s/	Valerie Frias	7	7/31/23
Name		Signature	Date	
als (Reference perfo	ormance goals; che	ck one for each set of g	oal[s].)	
□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x□ Met	□Exceeded
□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x□ Met	□Exceeded
□ Did Not Meet	☐ Some Progress	☐ Significant Progress	x□Met	□Exceeded
	Valerie Frias Name Pals (Reference perfo	Name Pals (Reference performance goals; che Did Not Meet	Valerie Frias Name Signature Pals (Reference performance goals; check one for each set of goals) Did Not Meet Some Progress Did Not Meet Some Progress Significant Progress	Name Signature Pals (Reference performance goals; check one for each set of goal[s].) Did Not Meet Some Progress Significant Progress Significant Progress Met

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			□х	
Standard II: Management and Operations				
Standard III: Family and Community Engagement				
Standard IV: Professional Culture				

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 Comme	ents					
Comments and analysis are recommer	nded for any rating but are required for an ove	erall summative rating of Exemplary, Ne	eeds Improvement or Unsatisfactory.			
Comments:						
We had significant losses equity work in PSB	s in educational equity so an overall as	ssessment in this area is premate	ure pending supt intervention re:			





Administrative Leadership.				Did Not Meet	Some Progr	Signif icant Progr	Met	Exceed ed
Goals	Focus Indicato	or(s) D	escription	MCCL	C33	ess		
Student Learning Goal							х□	
Professional Practice Goal							х□	
District Improvement Goal 1							x□	
District Improvement Goal 2								
District Improvement Goal 3								
District Improvement Goal 4								
	Sup		fective Administrative Leadership Indicators per Standard aligned to their goal	s.				
I. Instructional Lead	lership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture				
I-A. Curriculum	II-	-A. Environment	III-A. Engagement	IV-A. Co	mmitmen	t to High	Standards	5
I-B. Instruction	II-	-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency				
I-C. Assessment		-C. Scheduling & Management Information	III-C. Communication		mmunicat			
I-D. Evaluation	'	ystems	III-D. Family Concerns		ntinuous	•		
I-E. Data-Informed Decisionm	aking II-	-D. Law, Ethics and Policies		IV-E. Shared Vision				

I-F. Student Learning

II-E. Fiscal Systems

IV-F. Managing Conflict



Superintendent's Performance Rating for Standard I: Instructional Leadership

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	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. □ Focus Indicator (check if yes)				
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. — Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)				
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. □ 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 whe determining a performance rating for this Standard.			t on student lent learning, account when
The e	RALL Rating for Standard I: Instructional Leadership education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that is powerful teaching and learning the central focus of schooling.				
Com	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>U</i>	nsatisfacte	ory):		



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

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	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. □ Focus Indicator (check if yes)			□х	
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. □ Focus Indicator (check if yes)		х□		
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. □ Focus Indicator (check if yes)			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. □ Focus Indicator (check if yes)			х□	
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. □ Focus Indicator (check if yes)			х□	
The	RALL Rating for Standard II: Management & Operations education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and tive learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			х□	
Comi	ments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Ur</i>	nsatisfacto	ory):		

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	Р	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. □ Focus Indicator (check if yes)						
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 						
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 						
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)						
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 mission of the district and its schools.						
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): PSB (overall) should do better to engage with diverse stakeholder groups; communication with SC could be improved with more ransparent and proactive communications. Public presentations at meetings are very good.						



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	Р	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) 			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) 							
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)							
 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) 							
 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) 							
 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) 							
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 learning for staff.							
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Unsatisfactory</i>): As per above, the next year will be critical for better assessment in this area as the supt approaches the office of educational equity along with several other leadership posts and the strategic plan.							

End-of-Cycle Summative Evaluation Report: Superintendent

Evaluator:	Name	Signature	Date
•	Nancy Rhei Gorer	————Nancy Rhei Gorer	8/1/23
Superintendent:	Dr. Linus Guillory		

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

Professional Practice 0	Goal(s) Did Not Meet	Some Progress	Significant Progress	<u>Met</u>	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement G	Goal(s) Did Not Meet	Some Progress	Significant Progress	<u>Met</u>	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. 	Unsat isfact ory	Need s Impro veme nt	Pro fici ent	Exem plary
Standard I: Instructional Leadership			Х	
Standard II: Management and Operations			Х	
Standard III: Family and Community Engagement			Х	
Standard IV: Professional Culture			Х	
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:
Dr. Guillory continues to do a fine job. He has successfully met most of his goals and continues to enable BPS to progress. My evaluations reflect not only on his past performance, but may also be seen through the lens of where I believe he can improve and evolve. In my opinion, this particular perspective was missing from last year's review. Also, going forward, I feel it would be productive if we included goals related specifically to measurable, evidence-based, district-wide performance goals, including basic student achievement. These include, but are not limited to goals such as progress in reading (specifically improvements in reading comprehension), math and science and then be able to report on that to the general community.

Superintendent's Performance Goals

	should be SMART a	lent learning goal, one professional practice goal, and two to four district and aligned to at least one focus Indicator from the Standards for	Did Not	Some Progr	Signifi cant Progr	Met	Excee ded
Goals	Focus Indicator(s)	Description	Meet	ess	ess		
Student Learning Goal						X	
Professional Practice Goal						х	
District Improvement Goal 1						х	
District Improvement Goal 2						х	
District Improvement Goal 3						х	
District Improvement						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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards				
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency				
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communication				
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning				
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision				
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict				

Goal 4

Χ

Superintendent's Performance Rating for Standard I: Instructional

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to rintendent goal(s).)	U	NI	Р	Е
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. □ Focus Indicator (check if yes)			х	
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. — Focus Indicator (check if yes)			х	
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. □ Focus Indicator (check if yes)			Х	
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. □ Focus Indicator (check if yes)			х	
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. □ Focus Indicator (check if yes)			Х	
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. — Focus Indicator (check if yes)				res of impact res of student taken into
The e	RALL Rating for Standard I: Instructional Leadership ducation leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that s powerful teaching and learning the central focus of schooling.			Х	

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

Dr. Guillory has done a fine job getting us to a place where we are able to evaluate current student performance and has made good strides in evaluating the state of Brookline's current curriculum. The ongoing curriculum reviews have been instrumental in allowing us as a district to have honest conversations about 1) what it is that we're teaching our children, 2) whether or not successful access to that curriculum is achievable by our children and 3) able to be effectively taught by our teachers. Now that Brookline is armed with this data, I would like to see some evidence and performance based goals around how we plan to implement what we've learned and make our schools even better. Plans must be clear in direction, executable, and if possible, flexible enough to be able to pivot should we find that the plan is not working. Since the past year has continued to be a learning year, if not one where we finally stabilize the end of the post-covid turbulence, I feel we haven't quite leaned into these measurable assessments and goals. I believe we are at a point where we can have those conversations and begin crafting those achievement goals.

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

	each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to ntendent goal(s).)	U	NI	Р	E
	Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. Focus Indicator (check if yes)			Х	
	Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. — Focus Indicator (check if yes)			Х	
	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. Focus Indicator (check if yes)			Х	
	Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. — Focus Indicator (check if yes)			Х	
	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. Focus Indicator (check if yes)			х	
The e	ALL Rating for Standard II: Management & Operations ducation leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and we learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			Х	

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

Through no specific fault of Dr. Guillory or even Brookline itself, the current management environment continues to be in a state of flux. Movements in administration, as well in staffing, continue to ebb and flow. I've found that this is disconcerting and unsettling for the town as a whole. Unfairly, this is being blamed solely on central administration and the school committee. Reasons for the changes have become popular fodder for rumor and propaganda. **The truth is, this is happening everywhere.** Loud voices with negative opinions would like the Brookline community to believe that this is specific to our district and the fault of central administration. Dr. Guillory is in a unique position to be able to put out a lot of those fires. Although his regular channels of communication and higher visibility have helped to build better trust among the great BPS community, we can do better, particularly when reporting not just about the good things, but responding when events of concern arise. Standard operational communications without greater fact-based substance leaves a vacuum that is often filled with speculation and false information. It's ok to report on things when they go wrong too. It's important to tell the truth, even if the news is not great. Reporting on the good, as well as the bad, builds trust and credibility. This is true across staffing, as well as the district.

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	Р	Е
 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. Focus Indicator (check if yes) 			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. Focus Indicator (check if yes) 			x	
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 			Х	
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. □ Focus Indicator (check if yes)			Х	
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 mission of the district and its schools.			Х	

comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):	
Same comments from Section II above apply here as well.	

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	Р	Е
 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) 		Х		
 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) 		Х		
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)		Х		
 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) 		Х		
 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) 		Х		

 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) 		Х	
OVERALL Rating for Standard IV: Professional Culture			
OVERALL Rating for Standard IV. Professional Culture		1	
The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a			

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

Professional culture remains a problem in BPS. Staff and community remain suspicious and doubtful of central administration. Changes in leadership positions and curriculum without adequate explanation and feedback opportunities again, add to the lack of trust. Safety within schools remains to be a considerable concern to staff, the community as a whole, and even to myself. Relationships with the union have improved, but are still tenuous at best. Conflict management is still highly contentious.

Open channels of two way communication need to be created. Opportunities to speak directly with staff more effectively need to be found and pipelines opened in order to establish better communication, learning, feedback, buy-in and trust. Measurable goals around this need to be created and established. Dr. Guillory has done a great job, especially compared to past Superintendents, increasing his visibility and accessibility. Improving reporting and communication to the greater community would build on that accessibility.





Superintendent:	Linus Guille	ory						
Evaluator:	Evaluator: Mariah Nobrega Maríah Nobrega		July 31, 2023					
	Name Signature			Date				
Step 1: Assess Progress	s Toward Goals (<i>Refe</i>	rence perfo	ormance goals; che	ck one for each set of go	oal[s].)			
Professional Practice	Goal(s)	id Not Meet	☐ Some Progress	☐ Significant Progress	☐ Me	et	⊠ Exce	eded
Student Learning Goa	al(s)	id Not Meet	☐ Some Progress	☐ Significant Progress	⊠ Me	Met Exceed		eded
District Improvement (Goal(s)	id Not Meet	☐ Some Progress	⊠ Significant Progress		et	Exceeded	
Step 2: Assess Performa	ance on Standards (<i>R</i>	Reference P	erformance Ratings	s per Standard; check or	ne box i	for eac	h Stand	dard.)
Unsatisfactory = Performance on a st below the requirements of a standard of Needs Improvement/Developing = P Unsatisfactory at the time. Improvement Proficient = Proficient practice is un Exemplary = A rating of Exemplary income	or overall and is considered inadeque or overall and is considered inadeque or overall is necessary and expected. Inderstood to be fully satisfactory.	uate, or both. Ill is below the requal. This is the rigor	uirements of a standard or overa	all but is not considered to be	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instruction	al Leadership							
Standard II: Management and Operations								
Standard III: Family and Community Engagement					⊠			
Standard IV: Professional Culture								

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:

I appreciated one of the comments that Dr. Guillory made in his annual evaluation summary – "This year, like last year, has its own set of unique celebrations as well as areas of disappointment." I think in many, many important ways this year has had tremendous successes, and yet there are definitely areas of improvement that we should all strive for.

On the successes: PSB is still in transition, even as Dr. Guillory has provided stable leadership. There has been senior staff turnover but the key work to ensure outstanding education has continued, and so much of it has really had outstanding results in terms of us knowing our students and our programs (a few examples noted within the document below). We have navigated the transition from post-pandemic financial instability to a more certain funding future. Having all contracts in date is so refreshing. All of this is extremely positive.

On the opportunities for improvement: Relating to the senior staff turnover, which I do think has been a disappointment, I think one of the challenges is what I perceive as Dr. Guillory being more of a listener, which feels to some like they are not getting a clear sense of his beliefs and the work that needs to be done. We frequently point toward the strategic plan as the ultimate document that will guide the work, but we are in the beginning of year 3 of Dr. Guillory's tenure and people have felt the strain of not having clear guidance. Independent of that document, however, I would like to see more clarity from Dr. Guillory on his personal vision for PSB and its students and staff (which is related to, but not derived from, the strategic plan). His ability to articulate that clearly, and his articulating it frequently and publicly, and prioritizing the work needed to achieve it, would be a tremendous benefit to the district and the Town, as well as give senior staff some of the clarity they need to do their work.

These comments are provided with gratitude to Dr. Guillory, the senior staff, and the entire PSB staff, who all continuously impress me with their dedication.

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.					Significant Progress		Exceeded
Goals	Focus Indicator(s)	Description	Did	Some Progress	Sign Pro	Met	Exc
Student Learning Goal		Supervision and evaluation					
Professional Practice Goal		Superintendent Induction Program					×
District Improvement Goal 1		Multi-year strategic plan			\boxtimes		
District Improvement Goal 2		Fiscal stewardship				×	
District Improvement Goal 3		Department reorganization					
District Improvement Goal 4							

Standards and Indicators for Effective Administrative Leadership Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.						
I. Instructional Leadership	IV. Professional Culture					
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards			
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency			
I-C. Assessment	II-C. Scheduling & Management Information	III-C. Communication	IV-C. Communication			
I-D. Evaluation	Systems	III-D. Family Concerns	IV-D. Continuous Learning			
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies		IV-E. Shared Vision			
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict			





	Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)		NI	Р	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. □ Focus Indicator (check if yes)							
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. □ Focus Indicator (check if yes) 			×				
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. □ Focus Indicator (check if yes)							
I-D.	Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.Focus Indicator (check if yes)							
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. □ Focus Indicator (check if yes)							
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. □ Focus Indicator (check if yes)	The Student Learning Indicator does not have correspondir 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.						
The e	RALL Rating for Standard I: Instructional Leadership education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that s powerful teaching and learning the central focus of schooling.			⊠				
Com	Comments and analysis (recommended for any overall rating: required for overall rating of Evemplary, Needs Improvement or Unsatisfactory):							

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

I am extremely gratified at the leadership that has been shown in external evaluation of the curriculum/programming – it has provided a tremendous amount of insight into the strengths and opportunities for the programs examined thus far. One open area is how the results of each review and the opportunities identified therein will lead to improved practice, and it is clear that Dr. Guillory and the OTL team are also focused on the next steps, but I am worried about bandwidth issues to deploy these operational improvements as well as continue to roll out external assessments of other curricular areas/programs. I am also enthusiastic about the renewed emphasis on instructional evaluation/feedback, which had been diminished during the pandemic. One opportunity that I look forward to is the development of data indicators that help us understand student success.

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).)		NI	Р	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.Focus Indicator (check if yes)				
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. □ Focus Indicator (check if yes)			0	
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. □ Focus Indicator (check if yes)			0	
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. □ Focus Indicator (check if yes) 			0	
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. □ Focus Indicator (check if yes)				
The	RALL Rating for Standard II: Management & Operations education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and tive learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				

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

Again, I am gratified by the focus of the team on mental health and SEL, which are huge issues, and the dedication that I have seen to address these needs at both the individual and systemic scales is really impressive. I am also pleased at the work that has been done on the budget, even in the absence of a permanent A&F leader, which was successful in conveying to the public the need for the operating override this past spring. I have seen firsthand the amount of time and preparation for the budget discussions and appreciate how challenging this has been. I do think there are more opportunities for systemic practice in PSB across multiple areas – e.g. staff onboarding – but I also understand that creating systems takes time.

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	Р	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. Focus Indicator (check if yes) 			×				
 III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes) 							
 III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes) 			⊠				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.Focus Indicator (check if yes)							
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 mission of the district and its schools.			⊠				
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Unsatisfactory</i>): I think the quality of the public communications that have been developed are very good. Transitioning to the smore platform which allows for the community to also sign up for weekly newsletters has been a positive outcome as well. Translations are also the norm, which is really a positive change, even if the translations themselves are not perfect – the intent is positive. I'm very enthusiastic to hear the website is being redesigned as that is an urgent need and I look forward to providing feedback. One huge opportunity in the communication realm is to improve the management of/response to emails. As a member of SC, one of the complaints I hear is from caregivers/the public, saying that they sent an email or even several emails, with no response. This is true of the superintendent and many/most central office staff (and is my own experience as well.) Principals are relatively responsive, teachers and building staff are extremely responsive. I think this is an important cultural shift (or operational practice) that needs to change in central office – it is just unacceptable to have so many emails ignored, and something needs to be done.							



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	Р	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) 					
 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) 		⊠			
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. □ Focus Indicator (check if yes)			⊠		
 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) 					
 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) 					
 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) 					
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 learning for staff.			×		
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary, Needs Improvement</i> or <i>Unsatisfactory</i>): I am indicating proficient overall but I did mark NI in "cultural proficiency" because I have concerns about the direction of the district in this domain. It is clear that there are significant issues with the office structure and workload, and there was/is a disconnect between what I believe SC and the superintendent have discussed regarding the importance of educational equity, and the ultimate success of					

relates to my earlier comments about the retention of senior staff and clarity around shared goal-setting/strategic direction.

the office and the individuals who worked therein. Whatever happened this year (and leading up to this year) cannot continue. This