

# End-of-Cycle Summative Evaluation Report: Superintendent

<b>Superintendent:</b>	Anna P. Nolin		
	Cathi Collins		June 22, 2022
<b>Evaluator:</b>	Chair, Natick School Committee		
	<b>Name</b>	<b>Signature</b>	<b>Date</b>

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

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

## 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			<b>X</b>	
Standard II: Management and Operations				<b>X</b>
Standard III: Family and Community Engagement				<b>X</b>
Standard IV: Professional Culture			<b>X</b>	

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

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

**X 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*.

**NOTE: All ratings by the committee represent how the majority of SC members rated Dr. Nolin's performance**

Overall Dr. Anna Nolin was rated exemplary for her performance during the 2021-2022 school year.

### STUDENT LEARNING GOAL

The majority of the Committee rated Dr. Nolin's performance as Exceeded Expectations here. The Superintendent's Student Learning Goal is identical to that of each principal in the district. It is the 1<sup>st</sup> year of a 2-year goal so members were advised to consider where the Superintendent's performance was relative to accomplishing 50% of the goal at this point. Members credited Dr. Nolin credit for clarifying and strengthening the RTI language and process and incorporating it into the COVID recovery work. It was the 1<sup>st</sup> time SEL benchmark data was collected. All benchmarking data (academic and SEL) was collected in grades K-9 this year. NHS used different measures to identify growth this year but the plan is to expand Benchmark assessments through Grade 12 next year. We also used the RTI framework to focus our efforts to improve the outcomes for students who struggle with the challenges of dyslexia. In addition, All K-4 General Education teachers received specialized training to identify and support these students in their classes.

The annual School Improvement Plans were clearly aligned to the student learning goal throughout the district, as well.

There may be some "fine-tuning" needed by the School Committee to clearly define what is needed to accomplish the 2<sup>nd</sup> year of this goal. Some members want to see more consistent performance outcomes at different schools to actualize what was described as a "fantastic" theory, vision and the newly developed (but not yet released) website.

### PROFESSIONAL PRACTICE GOAL

Dr. Nolin's performance on her professional practice goal (see below for details) was rated Exceeded by all members for several reasons including: Selecting to create and give this training herself when many others may have chosen to delegate to a subordinate; The creativity and design of the training which showcased Dr. Nolin's passion for teaching; And its impact beyond NPS. It was great execution on an important topic!

The five (5) District Improvement Goals on which the Superintendent was evaluated are the same five (5) goals in the current NPS Strategic Plan. Although comments are required only when the rating is something other than proficient, feedback is provided here on each of the 5 goals (see next section for details on each goal) because the overall rating on the district improvement goals was “Exceeded Expectations.”

**Goal 1: The committee settled on a rating of “Met Expectations” on this goal.**

All members agreed that Dr. Nolin exceeded expectations on the COVID recovery part of this goal and made Natick a leader in the Commonwealth. As previously mentioned, the work around systemizing the RTI and Dyslexia work was generally good as well as the planning for the upcoming Math audit. Adding the tutoring and translation software, the stronger fine and performing art programs and the increased club and athletic options all served to improve students’ meeting the Profile of a Graduate competencies. One member described the hiring of reading and math specialists as a visionary way to use our grant funding to improve student outcomes.

One member thought that adding the review of the writing progress moved Dr. Nolin’s performance to exceeded while another member thought we did not sufficiently address writing rigor and consistency across the curriculum to ensure all students are supported. It should be noted that now that PLC’s are able to meet in person again, they will be better able to dig in to the data to ensure more consistent student experiences across the curriculum.

**Goal 2: The committee settled on a rating of “Met Expectations” on this goal**

Most members believed that because we couldn’t remove ALL systemic barriers to equitable access to opportunity in one year. Other members recognized that it was a very ambitious goal on which we made remarkable progress relative to expectations and to the standards and indicators that the School Committee set. One member stated that she could not say we met the goal because some members of our district are still experiencing barriers to access. All members were impressed with ant-bias and diversity training staff received and that this had been culled out as a separate goal to make it clear that this is a priority for the district.

Some of the other comments made by one or more members include an appreciation that, even if the achievement gaps have not been entirely closed, it is now a point of discussion; We have lots of work to do but what we have done begins an important road map for us and other districts as well; We haven’t finished everything yet, however, the district continues to participate in DESE’s Influence 100 program and support our fellow in her progress; Staff have expressed an appreciation for the creation of staff affinity groups. Finally, the policy subcommittee continues to work on the development of policies on micro-aggressions and a holiday/homework calendar to support the administration and the students; It was required brave and courageous leadership to undertake this work this year.

**Goal #3: The committee rated Dr. Nolin as having “Exceeded Expectations” on this goal.**

The majority of the committee highlighted Dr. Nolin’s “laser focus” on this goal and the emotional well-being of students and staff. There

were more SEL concerns than expected when students returned in the fall, resulting in deregulation at grades PK-12. Dr. Nolin gave staff the ability, the resources and the time to engage on students' SEL needs. This was actualized, for example, in an increase in student activities and intermural, COVID vaccination and testing and a continuation of the trusted adult work to support a sense of belonging. Our COVID policies were viewed by other districts as leading in the Commonwealth. The data has shown some SEL struggles but it should be noted that the decline Natick students faced was less than surrounding communities and the increase has been better than those same communities. We have SEL Benchmark data for the first time but Dr. Nolin's recommendation to use grant funds to provide more Guidance and Social Work staff to help address these student struggles was greatly appreciated.

**Goal #4: The committee rated Dr. Nolin's performance as "Exceeded Expectations" on this goal.**

Dr. Nolin's ability to move grant monies around to support the committee's priorities was described by one member as "masterful." By doing so, NPS was able to expand services in numerous areas while other districts were cutting offerings as well as to prepay SPED costs to offset reduced Town appropriations due to the pandemic. In addition to state and federal grants we received, Dr. Nolin and her team applied for and received 18 other grants that funded several important investments. Dr. Nolin has also developed plans to address needs when grant funding is exhausted. A couple members expressed concern about our ability to weather that change however at this time our entire FY22 ESSR III grant as well as expected ARPA funds remain available to NPS. Numerous key hires were made during the last year including new people as the Director of Teaching, Learning & Innovation, Director of HR, Communication Director, Director of SEL & Diversity, and the new Director of Safety (at no taxpayer expense) as well as a new Principal at Memorial and 3 interim Principals elsewhere demonstrate Dr. Nolin's ability to define desired states and attract qualified staff. The central office reorganization will provide NPS with broader and deeper oversight and lessen, if not eliminate, the issues NPS faced early in the pandemic when an individual in a position without redundancy was out of the office. Other strengths noted included the positive partnerships with the Town Administrator and the EAN; The recently approved collective bargaining agreements with EAN Units A & B; The improved transparency of financial and other information; Submission of a Statement of Interest to the MSBA for the Memorial Elementary School; The continued improvement in our budget documentation through the Meritorious Budget process; Members would like NPS to have full control over its MUNIS information but the Town has not had the bandwidth to partner with us on this project.

**Goal #5: The committee rated Dr. Nolin's performance as "Exceeded Expectations on this goal.**

Engaging parent participation in the Panorama survey, adding parent-teacher conferences as part of the new EAN contracts demonstrates Dr. Nolin's ability to effect desired outcomes. member cited the "compassion and care" with which the Johnson closure was planned, and parents were engaged through the Johnson Advisory Group was a positive thing though other members disagreed. Other members believed that the Johnson decision was an extraordinarily difficult one to bring forth but also that Dr. Nolin did her best on an important but difficult change. Several members cited Dr. Nolin's willingness to take feedback and pivot when necessary and her commitment to listening to the community on topics such as dyslexia, principal searches and the holiday calendar among others. Timely communication with the community about local, Massachusetts and national tragedies including racism and violence and the provision of weekly leadership updates and district blasts were also highlighted.

Finally, a member expressed a belief that the Superintendent's self-evaluation is an indictment of the School Committee's divisiveness and its inability to work together must be addressed going forward as well as a concern that we (Committee members) are asking too many detailed questions of the Superintendent.

Two members of the public provided comments. One community member expressed concern that many of the comments made by members when rating the Superintendent were outside of School Committee purview. The other community member reminded the committee that the Superintendent does not manage teachers – that the job of a Principal and that while it's easy to forget but given the last couple of years and the way NPS weathered them, we should celebrate our accomplishments.

# Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Student Learning Goal</b>	I-F Student Learning	During the 2021-22 school year, we will enhance and clarify our RTI process to ensure that all students who are identified with a lagging skill, receive the support through tiered intervention, as measured by a student Goal Attainment Plan and the commensurate evidence of plan execution. Families will be notified of this work through a coordinated communication system designed to increase family understanding and engagement in the goal attainment process-- designed to address personalized student needs. It is expected that all students on goal attainment plans will make substantial progress toward their stated goals, with at least a year's worth of grade level progress per year as a target, and will be progress monitored (as applicable by grade level) through district common assessments, final and mid-term exams, grades, and Renaissance Benchmark and screening assessments.					X
<b>Professional Practice Goal</b>	II-B IHR Management & operations V-D Continuous Learning	By June of 2022, I will develop a COVID administrator trauma recovery and leadership seminar which I will deliver to our team, and present at two professional organizations' conferences on the topic.					X

<b>District Improvement Goal 1</b>	I-E Data-Informed Decision Making IV-D Continuous Learning III-B Sharing Responsibility III-D Family Concerns	Excel in Academic achievement, and Profile of a Graduate (POG) competencies for all groups and subgroups of students				X	
<b>District Improvement Goal 2</b>	I-E Data-informed Decision Making I-F Student Learning II-B Human Resources Management & Development	Dismantle systemic barriers for equitable access to opportunity				X	
<b>District Improvement Goal 3</b>	I-E Data-informed Decision Making I-F Student Learning III-B Sharing Responsibility III-D Family Concerns IV-D Continuous Learning	Develop a systematic, developmentally appropriate social-emotional learning (SEL) and healthy living framework for student learning and parent engagement and partnership					X
<b>District Improvement Goal 4</b>	II-B Human Resources Management & Development III-D Family Concerns	Excel in strategic Planning and financial management					X

<b>District Improvement Goal 5</b>	III-B Sharing Responsibility III-D Family Concerns	Establish communication procedures and philosophy that build trust, transparency and engagement					X
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## Standards and Indicators for Effective Administrative Leadership

*Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*

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



## Superintendent's Performance Rating for Standard I: Instructional Leadership

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

	U	NI	P	E
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. X Focus Indicator (check if yes)			X	
<b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. X 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.			
<b>OVERALL Rating for Standard I: Instructional Leadership</b> The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			X	
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				

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




Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. X Focus Indicator (check if yes)				X
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.				X
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>  In coming to its decision, members cited the reorganization of the central office, the outstanding hires and promotions, and the incentives within the newly settled EAN agreement, especially those aimed at retaining our highly educated and experienced teachers as reasons for a rating of exemplary. The number of new hires during the 2021-2022 school year was 5-6 times greater than a typical year due largely to the "Great Resignation" around the USA yet all were successfully onboarded and integrated in our schools.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. X Focus Indicator (check if yes)				X
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. X Focus Indicator (check if yes)				X

<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.				X
<p><b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b></p> <p>The Committee rated Dr. Nolin’s performance as Exemplary for the same reasons it rated her performance on Goal #5 as Exceeded Expectations. Please see detailed explanation above.</p> <div data-bbox="1785 381 2007 487">  <div>             Massachusetts Department of              ELEMENTARY &amp; SECONDARY              EDUCATION           </div> </div> <p><b>Superintendent’s Performance Rating for Standard IV: Professional Culture</b></p>				

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. X Focus Indicator (check if yes)			X	
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.			X	
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b>				