

**Interim Superintendent DRAFT Summative Evaluation Report
for Dr. Curtis Bates
June 15, 2016**

The Massachusetts Department of Education's Model System for Educator Evaluation is a comprehensive evaluation system developed pursuant to educator evaluation regulations 603 CMR (Code of Massachusetts Regulations) 35.00. The Model System was developed in 2012 to improve students learning by improving teaching and administrative leadership. The Model System requires the following:

Individual school committee members rate the Superintendent's performance against the Standards for Administrative Leadership.

- Standard I: Instructional Leadership**
- Standard II: Management and Operations**
- Standard III: Family and Community Engagement**
- Standard IV: Professional Culture**

Individual school committee members render a single overall summative judgment of the superintendent's performance using the following ratings:

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.

Individual members of the school committee submit their evaluation of the Superintendent to the SC Chair who then compiles the individual ratings and drafts the summative evaluation.

At a public meeting with the Superintendent present, School Committee members review the draft, discuss proposed revisions, and adopt a final Summative Evaluation Report. This report is placed in the Superintendent's personnel file and the summative rating is submitted to the DESE. The Superintendent's Evaluation Report is a Public Record.

SUPERINTENDENT SUMMATIVE EVALUATION:

BACKGROUND

Dr. Bates became the Interim Superintendent on January 4, 2016. Based on input from Tom Scott, Executive Director of MASS, the Personnel Subcommittee recommended to the School committee on March 3, 2016 that we engage in an "abbreviated process with minimal indicators around the standards as relevant to the interim role." To this end, we have linked the goals in Dr. Bates' Entry Plan with the DESE's Standards of Effective Administrative Leadership.

OVERALL SUMMARY

As an interim, Dr. Curtis Bates was hired by the Nashoba Regional School Committee to provide stability and leadership during the transition from an administration that had been in place for many years and the hiring of a new Superintendent. His initial entry into the community was met - through no fault of his own - with controversy and suspicion from some members of both the staff and community-at-large. Dr. Bates' attitude from the outset was one of moving forward and sparingly used the past only as teaching examples. He has kept that focus through his tenure. He models, and expects, mutual respect without being authoritarian.

Dr. Bates has been visible throughout the district, especially in the schools. When issues arose, he addressed them expediently and kept all constituencies informed. When there were deficiencies in our practice, Dr. Bates provided guidance in addressing them that focused on solutions that best serve our students. He modeled transparency by bringing to light issues with non-compliance and the DESE.

Dr. Bates' skill and knowledge of educational administration is a great confidence builder to the School Committee which, frequently, has relied on his expertise. His adaptable management style is a gift to those who need incremental steps to either reach new understanding or acceptance. This temperament continues to provide profound healing to our district and, in turn, Dr. Bates has earned a great deal of respect and gratitude for the level foundation he is creating for our incoming Superintendent. The Nashoba Regional School Committee sincerely hopes he takes from this experience not only the satisfaction of a job well done, but also the knowledge that he provided true public service to the students, staff, parents and residents of our Nashoba Regional School District. **RATING: EXEMPLARY**

STANDARD 1: INSTRUCTIONAL LEADERSHIP

Dr. Bates was able to review existing standards and goals, where identified, and coordinate and streamline where it made sense. We noticed that the staff was motivated to move forward and take responsibility for their roles. Dr. Bates gave the High School principal appropriate latitude and discretion to fully undertake responsibilities in his building, in accordance with, and responding to, NEASC findings, and in alignment with statutory and regulatory authority that a school principal ought to be able to undertake. He took a team of Teaching & Learning Coordinators who were struggling in their roles due to a lack of support and role definition and turned them into a strong, cohesive group who now have clear, defined, roles and goals designed to bring a comprehensive and consistent instructional approach across subjects, grades and schools. There is still work to be done but, under Dr. Bates' direction, there is noticeable effort and improvement in the district culture. **RATING:**

STANDARD 2: MANAGEMENT & OPERATIONS

In January and February, Dr. Bates undertook numerous initial meetings with principals, staff, town leaders and other constituents to understand the district, its staff and operations. He then created an entry plan to aid all parties in understanding areas of success along with areas and topics requiring present and future attention and goal setting.

Also in February, members of the School Committee expressed the desire to have the Massachusetts Association of School Business Officers (MASBO) conduct a Financial Operations Review. Dr. Bates was instrumental in fast-tracking the District's participation in this process and securing a visiting team during the first week of March. The School Committee received the report early in May and began the process of reviewing the results and turning over priorities for further exploration to the Superintendent. Through this effort, and his own review, areas of improvement

for operational activities were made visible. Examples include reviews of contracts, grants, personnel administration contracts and bargaining unit contracts.

Prior to joining NRSD, there had been much frustration on the part of the SC, town officials and the community with regard to the development of, and transparency into, the district's finances. Dr. Bates worked with key administrative members to clarify areas that hadn't previously been identified, reset budget practices within many of the functional areas and provided recommendations to the existing district budget where there were areas for further exploration and opportunity.

Dr. Bates had significant impact through the support of initiatives to drive transparency and accountability within the district. He ensured that the budget document was part of a "budget book" the goal of which was to "provide more overall information while still offering the detailed multi-year financial history and analysis." The Budget Book was made available to the communities via the District website. As a result, the SC was able to identify resources that could be reallocated in order to better serve our students.

Dr. Bates demonstrated on many occasions the importance of collaboration and information sharing with the School Committee by promptly responding to information requests to the best of his, and his staff's, ability. Perhaps as important, on occasion he declined to express an opinion to the School Committee in areas that are part of the School Committee's sole responsibility.

Dr. Bates efforts, combined with his collaborative approach with the School Committee, lead the School Committee to pass a budget that is more focused on student learning. Our expectation is that it provides a catalyst to further review legacy allocations as we move into the 2016-17 budget process.

RATING: EXEMPLARY

STANDARD III: FAMILY & COMMUNITY ENGAGEMENT

Based on the data gathered from interviews during his transition process, Dr. Bates presented the school committee with a proposal for realigning District Leadership and District-wide departments to better serve the needs of all students. Prior to the public presentation of this proposal, Dr. Bates shared it with his Administrative Leadership Team, some of whom shared the information with their constituents, which caused consternation among some.

To address the concerns, Dr. Bates held forums throughout the community and met with several parents, residents, staff and town officials (many of whom were not concerned but wanted to understand more of the proposed changes). To his credit and that of the principals, teachers and staff, the negative approach undertaken by a few did not disrupt the students' educational experience.

Dr. Bates is a listener. He is patient, thorough and respectful in his interactions with parents. Since January, several parents have approached him to resolve outstanding issues that had created frustration and concern and, in some instances, hopelessness. As a result of his "students first" belief, Dr. Bates worked with parents to come to resolution that was best for students.

In addition, his outreach to, and conversations with, member town leadership: administrators, and police and fire dept. heads may not have been done systematically and collectively for a number of years, and represents a significant step toward revising relations between the towns and the school district. This alone is notable, important and appreciated.

As one town administrator has said, the conversations the leadership of the school district ultimately has are measured by actions, and it will take months and years to measure the district's change in relations with its member towns.

Dr. Bates has earned a strong level of trust and respect from parents and town leadership in a short period of time. He has left us a better district than we were when he first arrived. **RATING: EXEMPLARY**

STANDARD IV: PROFESSIONAL CULTURE

Prior to Dr. Bates, the Leadership Team was made up of all the disparate groups that comprise district leadership and Central Office. He reorganized this group into job-alike groups so that each could focus on those issues most pertinent to them. This reorganization also demonstrated respect for the time of these administrators and department heads since they no longer had to sit through meetings with topics that did not concern them. One effect of this reorganization was to bring together the Curriculum Instructional Assistants (CIAs) and the Principals. Previously, these groups did not work effectively together. Dr. Bates was able to facilitate meetings between the Principals and the CIAs so they could collaborate on professional development and better understand the role that each plays in improving teaching and learning.

Dr. Bates has helped the School Committee tremendously during our superintendent search and now as we transition to a new superintendent. He made time in his busy schedule to spend time with the finalists and bring them around the district to meet with town leaders and members of each school's faculty and staff. He is currently meeting weekly to help our new superintendent with the task of understanding the workings of our District as well as our issues and needs.

Dr. Bates has modeled a level of approachable professionalism that is grounded in respect for the staff, community, parents/residents and most important, the students. This type of behavior helped build a culture of trust across the broader district community. In a short period of time, his approach also earned him mutual trust and respect from the SC, the vast majority of administrators and staff, and the community at large. **RATING: EXEMPLARY**