

# End-of-Cycle Summative Evaluation Report: Superintendent



<b>Superintendent:</b>	W. Michael Cozort		
<b>Evaluator:</b>	Nantucket School Committee		3.29.16
	<b>Name</b>	<b>Signature</b>	<b>Date</b>

## Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

## Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

### Indicators

**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. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

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

Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low <input type="checkbox"/>	Moderate X>>	High <<<X
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## Step 5: 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* or Impact on Student Learning rating of *high* or *low*.

### Comments:

Mr. Cozort is an exemplary superintendent who has successfully managed a challenging year of initiatives, not the least of which was a successful campaign to build our new intermediate elementary school. Mr. Cozort's strong ties with families, students and the entire school community are beyond reproach and a key component of the success of that campaign. Mr. Cozort has the vision and leadership to continue to meet the many challenges that face the district, but it is noted that the added burden of construction management has an impact on day-to-day management of these priorities.

The district continues to struggle with the increase in the student body, especially within the ELL population. Although significant resources are directed to support this student demographic the expectations from the state continue to outgrow the realities of instructional resources as well as student ability. We have seen a push in improving the math curriculum and acknowledge that the results are often not immediate.

Union relationships have fared well under Mr. Cozort's leadership, he has proven he is willing to listen and we believe he has earned the respect of the union as a fair yet firm negotiator. The administrative team has struggled to work cohesively. Mr. Cozort has worked on this all year yet still has not produced the results he was striving for. He has tried to stay ahead of the problem of retaining quality teachers in the face of the issues of Island living and housing, and continues to strive for the best outcome here.

Instructional practice and student achievement continue to be of concern especially in the area of math. Mr. Cozort is an outstanding leader. He has developed and maintained an effective working relationship with the board with clear and mutual expectations of performance. He gives 110% in everything he does. He is the face of Nantucket Public Schools and he shares equally in the strengths as well as the challenges our district face. We are fortunate to have him at the helm.

# Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	The superintendent shall ensure that school administrators complete comprehensive evaluations for every staff member, with a specific emphasis on alignment of teaching practices with the Massachusetts frameworks and the state assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>Student Learning</b>						
2	The Superintendent will continue the work of school data teams at the building level to better analyze, interpret and use data to ensure greater alignment of instruction to the Massachusetts frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	>>	<<	<input type="checkbox"/>
<b>District Improvement</b>						
3	Mathematics will continue to be an area of focus for the Superintendent and he shall ensure that this is the priority for building administrators and educators across the district.	<input type="checkbox"/>	>>	<	<	<input type="checkbox"/>
4	The Superintendent shall supervise the building project of the new intermediate school, working closely with the District's Director of Facilities, the Owner's Project Manager and the architects to ensure that a beautiful, cost efficient school is built.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
5	The Superintendent shall ensure that all district facilities are upgraded with respect to the safety and security of our students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	>>	<<	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6	The Superintendent shall maintain a detailed budget development process, allowing for the input of staff, administration and School Councils and providing transparency for all constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
7	The Superintendent shall work closely with the Administrative Team to make them a more effective, collegial team.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	X>>	<<X	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> (Circle one.)	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Curriculum and instruction continue to be an area of concern. Each student presents with a variety of needs to work to their highest potential to experience success. Now that the school building project is underway, a renewed strategic plan that aligns our goals with our student population is necessary. This tool, we hope, will provide Mr. Cozort with insight and shared vision with the administration, teachers and parents on the best path forward to meet the needs of every student we serve, thereby improving curriculum and instruction.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: \_\_\_\_\_



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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	X>>	<<X	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Overall Rating for Standard II (Circle one.)</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.
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Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
 Mr. Cozort has worked to ensure we have highly motivated staff. This is done with the problems inherent living on an island. A human resources manager may assist with the time commitment shared between Mr. Cozort and key staffers, which could be better used to focus on curriculum development and instruction. Additionally, the School Committee should consider policies that support more dynamic recruitment in both administration and teachers (including special services). Mr. Cozort does a terrific job of navigating all of this due in no small part to his oral and written communication skills, knowledge of the law and fiscal systems, combined with an admirable work ethic.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_



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

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
<b>III-A. Engagement:</b>	Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>III-B. Sharing Responsibility:</b>	Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X
<b>III-C. Communication:</b>	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X
<b>III-D. Family Concerns:</b>	Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>Overall Rating for Standard III (Circle one.)</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.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Mr. Cozort does an outstanding job with his community engagement. He works tirelessly to be at as many events possible. He takes the time to learn many students' names and engages them in meaningful conversations.

We believe families feel welcomed at the school. Mr. Cozort has an open door policy and invites people to address their concerns with him as appropriate following the proper protocol. .

The proof of his community support we believe was spoken loud and clear at last year's annual town meeting when the warrant passed without a voiced concern for the new building, Mr. Cozort did his homework and it paid off for all of us.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	X>>	<<X

<b>Overall Rating for Standard IV</b> (Circle one.)	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.
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Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**  
 Mr. Cozort has high expectations for his student's and his staff. The growing ELL population continues to put strain on our schools. We think we do a tremendous job but it is increasingly getting more difficult. It has to become a community challenge and not solely on the school. For instance a community organization developing an afterschool program to help students who are academically behind their peers. We believe we should be focusing more on the middle to top tier students as well.

Examples of evidence superintendent might provide:

- Goals progress report
- District and school improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings



- Analysis of staff feedback
- Samples of principal/administrator practice goals
- School committee meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: \_\_\_\_\_

