

## **2021-2022 SUMMARY OF SUPERINTENDENT-DIRECTOR'S EVALUATION**

The evaluation of the Superintendent-Director is an annual 5-step process that begins with a self-assessment using performance Standards provided by the MA Department of Elementary and Secondary Education. The self-assessment is followed by goal setting, plan implementation, a mid-year formative assessment/update and concludes with an End-of-Cycle Report on progress toward each goal and performance pertaining to the Standards. The timeline for the evaluation process begins in July and concludes in June of the following year. The evaluation process is a public process and takes place in open session at scheduled school committee meetings throughout the year.

The Superintendent-Director is rated based upon his/her performance in the following four Standards: I. Instructional Leadership; II. Management and Operations; III. Family and Community Engagement; and IV. Professional Culture. The Superintendent-Director earns a rating of Exemplary, Proficient, Needs Improvement or Unsatisfactory in each of the four standards.

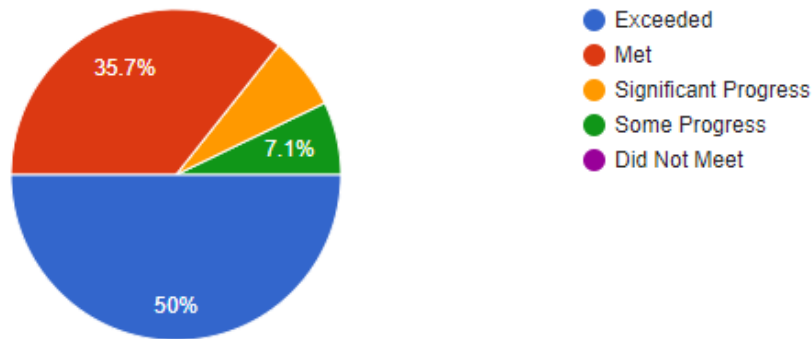
As part of the summative evaluation process, the Superintendent-Director prepares an End-of-Cycle Narrative Report for use by the School Committee to rate his/her summative performance in each of the four standards. At a public meeting, the School Committee presents a performance review and End-of-Cycle Summative Evaluation Report assessing attainment of the goals set at the beginning of the process and the Superintendent-Director's performance in each of the four Standards required.

The School Committee members rated the Superintendent-Director in each of the four categories during the 2021-2022 school year, resulting in an overall summative rating of Proficient. The ratings for each of the four Standards and comments pertaining to performance are provided in the attached document. Ratings pertaining to the Superintendent-Director's progress with regard to his goals are also included. Narrative recommendations made by the School Committee as part of the evaluation process will inform the start of the next evaluation cycle for the Superintendent-Director in 2022-2023

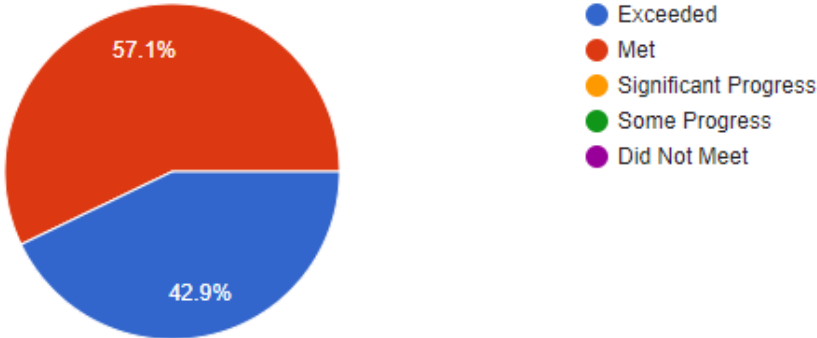
To view Mr. Aaron Polansky's End-of-Cycle Summative Evaluation Report please continue reading.

**This section will be used to assess the Superintendent's progress toward his goals as identified at the start of the 2021-2022 school year.**

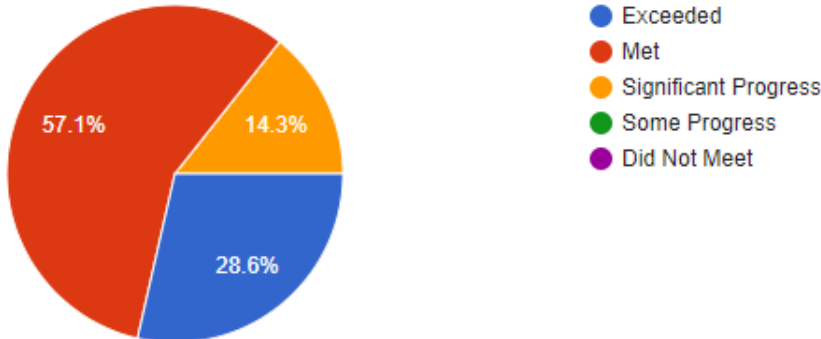
**Student Learning Goal:** Over the course of the school year, teams (teachers, counselors, admin) will meet each cycle to discuss struggling students identified through administrative inquiry. A list of students will be shared at weekly Administrative Meetings. Meetings will be focused on improving student performance in the classroom and ensuring connections to facilitate positive experiences beyond the classroom for struggling students. After school programming and Cougar Time supports will be an integral focus. Attendance, academic success, involvement in advanced coursework, extracurricular opportunities, after school program participation, cooperative learning experiences, and Cougar Time selections will be tracked as part of this initiative. Action items will be created for each student (where interests are expressed and deficits exist). We will work to expand the program of offerings within Cougar Time and afterschool as part of the initiative. The Superintendent-Director will teach one enrichment course per cycle as part of the Cougar Time list of offerings to further address topics related to Wellness, DEI, and Leadership Training.



**Professional Practice Goal:** The Superintendent-Director will complete the Disruptive Strategy Course through Harvard Business School (HBS). Disruptive Strategy enables participants to make innovation a reality. This online course equips participants with the skills and techniques to develop executive-level strategy and organize for innovation.



**Goal 1:** The Superintendent-Director will collaborate with the Administrative Team and Instructional Staff to implement two six-week pilots of The Teacher Expertise Model from the Harvard Graduate School of Education’s Leading Learning Course. The goal of the initiative will be to include 1-2 cohorts of six (6) instructors who will engage in deep reflection around best practices during each pilot, with hopes of expansion in future rounds. Recordings of practice and reflections will be utilized to improve best practices while simultaneously focusing on data-driven improvements within the Old Colony Program of Studies.



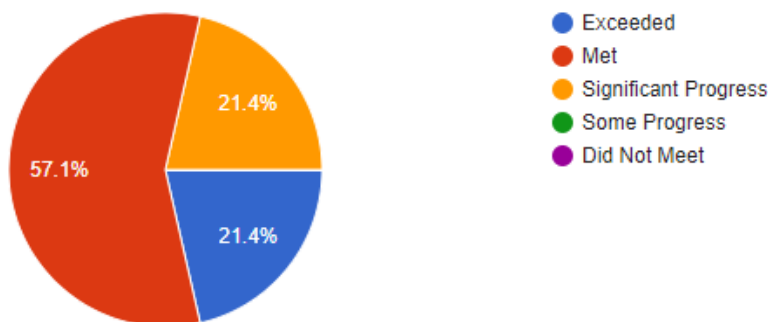
**Goal 2:** To ensure we are utilizing teaching and learning strategies specific to each student's individual needs, the leadership team will develop data collection and analysis strategies. The three main components will include:

1. Implementation of a reading level monitoring program (Achieve 3000) to assess student Lexile levels to determine the most appropriate instructional strategies and track student growth;
2. Partnership with Mass Insight Education (MIE) to work with Advanced Placement Teachers on tailoring AP instruction based on historical performance data to increase student achievement, and
3. Use of these data models to, with teacher input, develop a model for analyzing student assessment (MCAS) data to establish targeted instructional plans to increase student achievement.

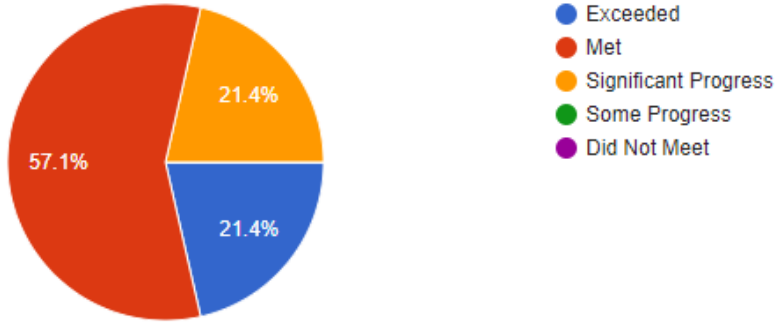
Fall/Winter - Begin development of AP Leadership team in conjunction with MIE. Provide opportunities for teachers to attend MIE professional development & mentor meetings. Gain stakeholder buy in for Achieve 3000 literacy. Work with MCAS coordinator to disaggregate 2021 MCAS data and develop assessment data analysis template.

Spring - Create opportunities for teachers and students to attend targeted AP practice sessions, mock exams, and data analysis sessions prior to AP exams. Develop and implement a plan for the first round of Lexile data collection and analysis.

Ongoing - provide teachers with time and support using data analysis template to interpret assessment results and provide ongoing progress monitoring.

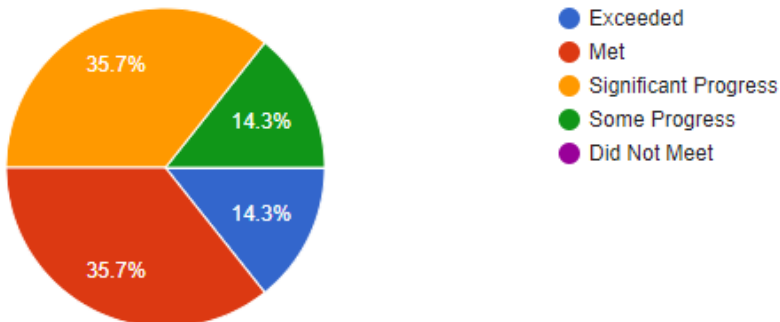


**Goal 3:** A subcommittee will be established to review current A, B, C, D, F grading system to identify whether to continue with status quo or make modifications to introduce changes to the existing question. A recommendation will be made to the Policy Subcommittee and full District Committee by June of 2022.

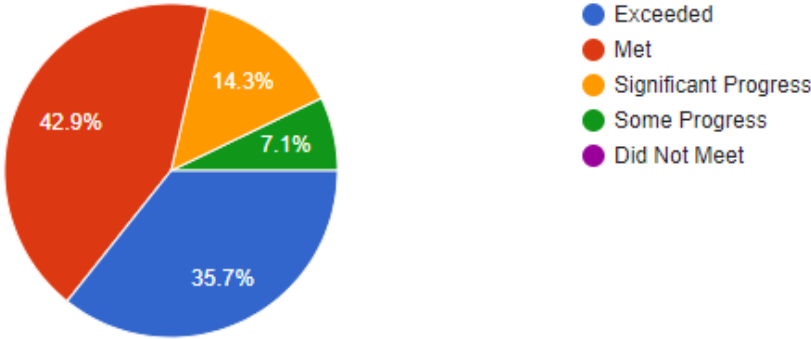


**Goal 4:** The Superintendent-Director will work collaboratively with the Director of Technology to plan for introduction of 1:1 technology at the start of the 2022-2023 school year. A spiral purchasing plan, replacement plan, and option to purchase for departing graduates will all be included in the planning process for program introduction.

*After deliberation and review of the costs associated with 1:1 implementation, a decision was made to maintain inventory to provide students with access to technology, but to postpone the issuing of technology to full classes until a funding structure can be secured.*

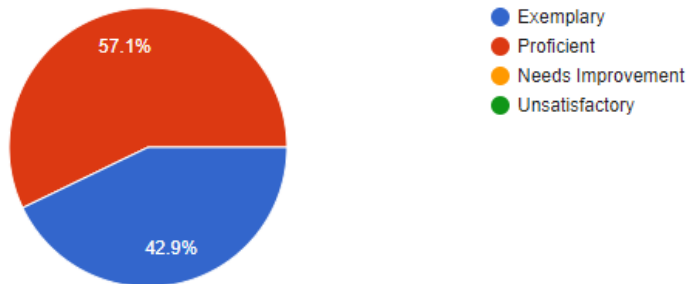


**Goal 5:** The Superintendent-Director will continue to advocate for expansion of the physical plant and the Statement of Interest that has been submitted to the Massachusetts School Building Authority.



**This section will be used to assess the Superintendent's performance in Standards I-IV for the 2021-2022 school year.**

**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.



**Standard I - Instructional Leadership (Comments):**

Mr. Polansky is a true educational leader who believes in leading by example, while looking to understand issues from each member of the educational community's point of view, and he succeeds beautifully.

I was very impressed with the Teacher Expertise Model and the potential for growth of that program.

I-B. Instruction: High expectations are set by the Superintendent-Director to help educators present quality instruction. Timely visits, providing solutions, and soliciting teacher feedback shows in the promotion and growth of students and staff. Mr. Polansky builds strong relationships with the instructional staff and administrators through consistent visibility and engaging in meaningful conversations. Mr. Polansky successfully employed an evidence-based program known as the Teacher Expertise Model. He provided the resources and support to a select group of teachers giving them the opportunity to observe each other and discuss best practices. Under Mr. Polansky's leadership, administrators collaborate to ensure expectations among departments are met and shortfalls are corrected.

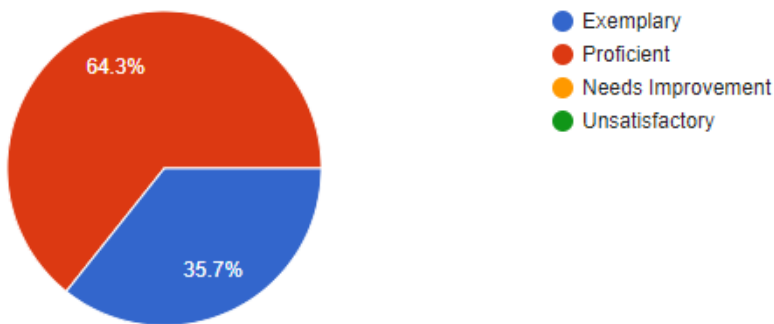
I-E. Data-Informed Decision Making: Mr. Polansky inspires administrators to use multiple sources and data-based tools to determine the district's strengths and identify areas of improvement. Many district-wide measurements and sources of data were provided as evidence. He regularly shares the district's progress with the community using multiple forms of communication.

Old Colony consistently ranks among the very best schools in the state for student success. Faculty and staff enthusiasm, motivation, and attitudes are very high and positive.

Weekly meetings, use of TEM, and other instruction methods aid both staff and students

Instituted regular cycle meetings discussing each students progress and staff suggestions.

**Standard II - Management and 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.



### Standard II - Management and Operations (Comments)

Mr. Polansky works hard at including all members of the educational community in self and school evaluation, encouraging everyone (especially himself) to reach higher every day. He has been very successful at encouraging and including a large percentage of the staff to buy in to his looking to elevate everyone's performance, and, thereby, elevating the students' and school's performance.

COVID management consumed a large part of everyone's year. Administration and staff performed admirably in getting students to learn and return to classes

II-A. Environment: Preparing for the return to school in September 2021 was not only challenging but an enormous task. Mr. Polansky and the administrative team developed plans and procedures to ensure a smooth and safe start to the school year. Building maintenance, daily routines and a supportive learning environment were at the forefront of all plans prepared for the opening of school. Mr. Polansky communicated with students, parents, and school personnel monthly, starting the month before school began. Various forms of communication were used, i.e. social media, mail. Each month thereafter, Mr. Polansky kept everyone informed of COVID

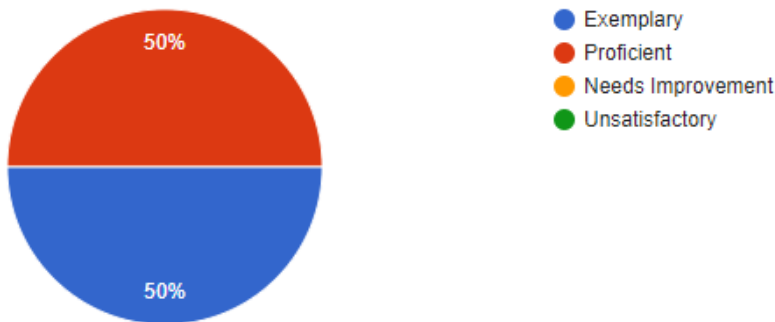


protocols, school safety procedures, and changes by the Department of Public Health. Despite all these disruptions, staff and support personnel continued to provide quality education.

II-C. Scheduling and Management Information Systems: Mr. Polansky empowers administrators and staff by providing time to plan and coordinate so not to interfere with daily instructional schedules. Various district procedures are in place to maximize instructional time and minimize disruptions and distractions. He carefully creates and implements meeting schedules that maximize time and strongly encourages collaboration among school personnel.

Ensures proper utilizing teaching and learning strategies in a proper setting.

**Standard III - Family and 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.



**Standard III - Family and Community Engagement (Comments)**

Enthusiastic involvement of parents, community members, leadership of member towns, and industrial partners in molding the academic and vocational educational direction is extraordinary. Initiating and guiding the OC Educational Foundation is another example of exceptional community leadership.

I continue to be impressed by Mr. Polansky's use of social media as well as traditional methods of communication with ALL members of the educational community and reaching out to all stakeholders, keeping them informed AHEAD of time so that there are no surprises.

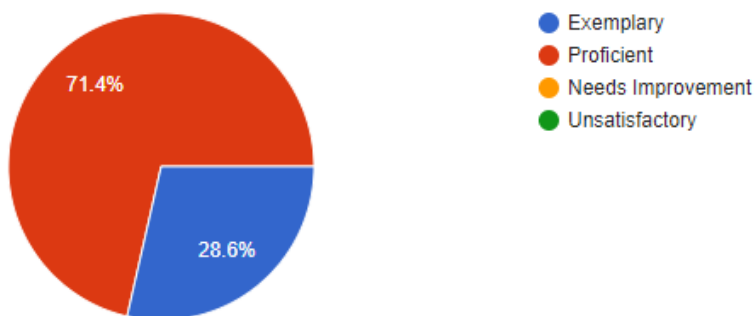
Numerous events and meetings, some old and many new, allowed families and the community to participate in OC life.

III-A. Engagement: This is an area Mr. Polansky has great success with and is one of his strongest attributes. All school personnel are provided the training and support to encourage families to contribute to the academic, vocational, and athletic programming as it pertains to their child's success while at Old Colony. He leads by example in this area. He uses a variety of platforms to connect families, the community, and stakeholders to further the mission of the district. Since coming to the District as Superintendent-Director, he has successfully promoted Old Colony as one of the premier vocational schools in the area. He has worked hard at promoting Old Colony and is a member of many community and regional organizations that support the school.

III-B. Sharing Responsibility: Along with engagement, Mr. Polansky and his team promote a positive and safe environment for students and their families. All aspects of a student's well-being are addressed by administrators and teachers throughout the school year and sometimes beyond. Through his guidance and direction, the Special Services Department works diligently to address student needs and monitors the progress to ensure all student needs are being met. Students, staff, families, and the community are encouraged, and often assisted by Mr. Polansky, to address their concerns in a private or public forum.

Provides constant information to families and other stakeholders on a regular basis.

**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 district wide culture of reflective practice, high expectations, and continuous learning for staff.



#### **Standard IV - Professional Culture (Comments)**

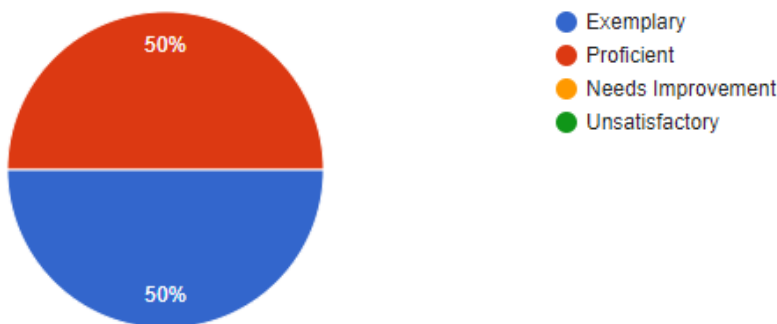
Management of difficult social issues, such as the "mask/no-mask" problem, demonstrates Aaron's ability to reach acceptable solutions while respecting the perspectives of opposing views. Supporting student initiatives (example: wearing hats in class) demonstrates Aaron's interest in helping students develop ownership of their cultural environment.

Mr. Polansky has, not only initiated an expansion of Cougar Time courses, but also personally participated in instruction. I find this, not only unusual for a superintendent, but highly laudable. I don't know where he finds the time! Along with the expansion of night courses, he has encouraged teachers to buy in to implementing the Teacher Expertise Model. I'm encouraged to see so many teachers involved in this program. Giving teachers an opportunity to self-evaluate their own protocols, while observing, reviewing, and discussing strengths and weaknesses with their peers can only serve to improve instruction and learning for our students. As teachers incorporate this model for themselves, it only stands to reason that it will flow down to the students to encourage everyone to always look to improve. I can think of no greater model for all of us (including school committee members) to follow.

IV-B. Cultural Proficiency: Mr. Polansky provides opportunities to educate and prepare staff to work in a culturally diverse environment. Professional development was provided to administrators and staff throughout the school year. Plans are in place to continue training to ensure school personnel are appropriately trained around cultural proficiency. Mr. Polansky has regularly participated in group discussions with his peers in areas of race, equity, diversity, and inclusion. Next steps are to educate students and other school personnel about cultural diversity.

IV-D. Continuous Learning: Mr. Polansky fosters a mindset for staff members to be reflective of their practice. He encourages all to expand and share knowledge and gather information about best practices through attending state and national conferences. The Teacher Expertise Model he implemented gave instructors the opportunity to reflect on their own teaching style and view other teaching styles by observing their peers. Staff are encouraged to visit other schools to improve their personal practice and then share with their colleagues. This has evolved into staff improving their teaching methods and developing new approaches to improve effectiveness. Continued work in this area will encourage more staff members to become involved.

### Overall Summative Performance



**Comments are recommended for any rating, but are required for an overall summative rating of Exemplary, Needs Improvement, or Unsatisfactory. If you have additional information you would like to share with the Superintendent relative to his/her performance, please use the space below to offer these insights. Your feedback is greatly appreciated and (positive or constructive) is often times the most helpful part of the evaluation process.**

Overall, Aaron provides an extraordinary level of guidance and management of critical educational, technical, structural, social, and cultural aspects that characterize OC's success and demonstrated desirability among the five member towns (example: over 300 applicants for 150 freshman slots).

I continue to be impressed by all that Mr. Polansky does for us at Old Colony. He continues to serve as an exemplary role model for all staff members, students, parents, school committee members, and all members of our community.

Aaron puts in the extra effort it takes to be a good leader with a strong desire to work with staff and students to achieve goals agreed to between all parties. His communication skills are excellent, always trying to accomplish his goals through cooperation rather than intimidation. His rapport with students appears to be outstanding and his attendance at school and community events exemplary. He has continued his education by attending several courses and encourages the staff to do the same. He is leading by example.

I believe Aaron is one of the best things that's ever happened to the school he's always looking for ways to improve himself. The staff and the students. As I have said on numerous occasions he is exactly the person you need at the helm steering the school into the future .

Aaron, have you taken a moment to read the definitions of the scoring identifiers? I can understand disappointment in receiving a scoring of proficient but it should not be received as such. It is "a rigorous expected level of performance" scoring. You have set a high standard for yourself, so what is expected from you is a high level of achievement that I define as proficient. The challenge for your superintendency is the constant reach for exemplary. Of course you achieve moments of exemplary work throughout the day, month and academic year. I am not ready to classify a total body of work as exemplary at this point because that would imply the challenge has been fully accomplished. Where is the challenge in that? In the interim, please know that I am proud of the Superintendent-Director of the Old Colony School District and that he is an exemplary individual.

A quick comment on the scoring of the goals. There needs to be a mechanism to score the anticipated outcomes with the successful completion of them; something between met and exceeded. In so many of the goals listed, imaginative solutions were identified and put into place.

The initiatives however are actions in progress and a label of success cannot be applied until they are assessed at the end of the academic year. Exceeded expectations can be awarded at that time but even the idealist could probably identify areas where it could be enhanced. Having said that, I applaud the administrative team for their initiative and thoughtful responses to perceived areas of concern. I look forward to their assessment of the stated goals and outcomes.

- Mr. Polansky regularly communicates with parents and the community to keep them informed of all types of events, and celebrates accomplishments by students, teachers, and the athletic department.
- Another challenging school year brought about changes in COVID protocols mid-year, protests from outsiders and educational challenges. Mr. Polansky handled these situations with professionalism, proper planning, and respect for others.
- His nature is to work cooperatively with others and shows empathy during difficult situations.
- Without exception, Mr. Polansky makes himself available to the committee, staff, and families. He works tirelessly to ensure those around him are provided with the necessary information to ease their concerns.
- Applications by those interested in attending Old Colony have continually increased since his taking over as Superintendent-Director. His strong marketing skills, outreach to the community, and expanded academic programming have all contributed to the increased awareness of Old Colony.

Aaron is an exceptionally bright person who energizes everyone he comes in contact with.

**Are there areas of focus you would like the Superintendent-Director to consider as part of the Goal-Setting process for 2022-2023? If so, please share.**

Mr. Polansky has a firm grasp of our budget and its processes. However, as I have discussed with him, even though the budget process continues to become more complicated as time passes, I would like to see him improve his ability to retrieve budget aspects and become more at ease when dealing our budget. Often, he rightly depends on our Business Manager for such information, but I'd like to see him focus on becoming even more familiar with all aspects of the budget and its intricacies.

We all know there is a need to upgrade and modernize the school but will need specific facts on new curriculum and student population for the next several years.

I-E. Data-Informed Decision Making Indicator: Would like to see how State data and assessments are used to make educational decisions. Presentation on MCAS data would be helpful when it is available.

- \* Continued focus on students under the purview of the Special Services Dept.
- \* Professional Development for the Administrative team.
- \* Growth in school performance for MCAS, SAT & AP testing.

Additional vocational shops, reports/monthly updates/changes of the coming and going of staff and students.