

Board Member	Educational Leadership	Professional Leadership	Community Leadership	Executive Leadership
Mary Fischer	2.71	2.57	2.33	2.71
Melisa W. Giovannelli	1.57	1.00	1.67	1.43
Chris N. Patricca	4.00	3.71	4.00	4.00
Debbie Jordan	3.86	3.71	3.83	3.86
Gwynetta S. Gittens	2.43	1.57	2.67	2.29
Betsy Vaughn	2.71	1.57	2.33	1.86
Cathleen O'Daniel Morgan	3.29	3.71	3.50	3.57
Gregory K. Adkins	3.86	3.71	3.83	3.86

Board Member	Individual Overall Score	Individual Overall Rating
Mary Fischer	2.58	Effective
Melisa W. Giovannelli	1.42	Unsatisfactory
Chris N. Patricca	3.93	Highly Effective
Debbie Jordan	3.82	Highly Effective
Gwynetta S. Gittens	2.24	Needs Improvement
Betsy Vaughn	2.12	Needs Improvement
Cathleen O'Daniel Morgan	3.52	Highly Effective
Gregory K. Adkins	3.82	Highly Effective

Board Member	Educational Leadership	Professional Leadership	Community Leadership	Executive Leadership
Mary Fischer	2.71	2.57	2.33	2.71
Melisa W. Giovannelli	1.57	1.00	1.67	1.43
Chris N. Patricca	4.00	3.71	4.00	4.00
Debbie Jordan	3.86	3.71	3.83	3.86
Gwynetta S. Gittens	2.43	1.57	2.67	2.29
Betsy Vaughn	2.71	1.57	2.33	1.86
Cathleen O'Daniel Morgan	3.29	3.71	3.50	3.57

Calculations				
Raw score	2.939	2.549	2.904	2.817
Subtract high score	4.000	3.710	4.000	4.000
Subtract low score	1.570	1.000	1.670	1.430
Adjusted total score	15.000	13.130	14.660	14.290
Adjusted mean score	3.000	2.626	2.932	2.858
Standard weight	0.25	0.25	0.25	0.25
Weighted subscore	0.75	0.66	0.73	0.71
Standard rating	Effective	Effective	Effective	Effective

Overall weighted overall score	2.854
Overall rating	Effective



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Mary Fischer, District 1

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

<i>Scale</i>		<i>Standard Weighting</i>	
Highly Effective	3.250-4.000	Educational Leadership	25%
Effective	2.500-3.249	Professional Leadership	25%
Needs Improvement	1.750-2.499	Community Leadership	25%
Unsatisfactory	1.000-1.749	Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	2.71	<ul style="list-style-type: none"> Need improved focus on organization in Academic Services team coordination, culture and distribution of workload. Provide review of leadership positions for qualifications and experience in areas of assignment. Need to identify issues of concern with District staff and school administrators, and to plan for remediation. Encourage increased school staff focus on the whole child. Need improved support opportunity for SEL and tiered interventions.
Professional Leadership	2.57	<ul style="list-style-type: none"> Must provide opportunity for communication with District and school staff to collaborate on priorities. Notify Board of initiatives and succession planning status. Need to hold school leaders accountable for treatment and support of staff. Frequent comments indicate that staff morale needs support.

Standard	Rating	Comments
Community Leadership	2.33	<ul style="list-style-type: none"> • Clear, consistent communication to all school staff members District wide is critical for educational and legislative advocacy. • Recent partnerships with other local governments and businesses are commendable. • Consensus should be inclusive of all stakeholders.
Executive Leadership	2.71	<ul style="list-style-type: none"> • All schools need to be participating in implementing policy. • Mental health strategies and safety human factor component need support for implementation at school level. • Consider defining expectations of District and school-based leadership in regard to compliance issues. • Look at investigatory strategies and fairness in effectively collaborating with employee associations.
Overall Evaluation	2.58	<p>As I advocate for our Superintendent to be successful, and applaud the data documenting recent successes, there is a need for some organizational change.</p> <ul style="list-style-type: none"> • Support for District success must include Governance Team setting priorities. The community ultimately holds the Board accountable for the performance of all staff in the District. • <i>A synergy is created when the Board, Superintendent and staff work as a team. Positive work environments encourage individuals to strive to continually improve. (California School Boards Association)</i> • Superintendent must have a full executive team to work to build on strengths, successes and accomplishments, in order to achieve continuous improvement. We are experiencing a lack of qualified employees in executive positions. Senior staff members with history and experience are being underutilized. We are losing educators and support people in large numbers. • Despite efforts, there is need for better communication with Board Members and stakeholders; support for school level administration. District initiatives must be implemented at all schools, not left to individual school leadership. Communication is critical. Information must be shared in a timely and transparent manner to all staff. • Every staff member—whether providing instructional, administrative or support services—is a resource to the District, and are all are vital links in the educational process. • Education is a labor-intensive business. A majority of the budget is dedicated to personnel. Nothing is more important than the attitudes of the individuals working directly with students and providing support throughout the system. Fair and appropriate personnel practices make this possible. When School District personnel feel they are treated professionally, valued as human beings and appreciated as vital members of the District family, they are more satisfied and thus productive. • There is overemphasis on testing.

Board Member Signature: _____ *Mary Fischer*

Date: 4/28/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	3
1.02	3
1.03	3
1.04	3
1.05	2
1.06	2
1.07	3

Rating	2.71
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Professional Leadership

Item	Rating
2.01	3
2.02	3
2.03	2
2.04	3
2.05	3
2.06	2
2.07	2

Rating	2.57
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Community Leadership

Item	Rating
3.01	3
3.02	2
3.03	3
3.04	2
3.05	2
3.06	2

Rating	2.33
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Executive Leadership

Item	Rating
4.01	3
4.02	2
4.03	3
4.04	3
4.05	3
4.06	3
4.07	2

Rating	2.71
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	3
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	3
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	3
1.04	Cultivates commitment to District’s educational vision, mission, values, and high academic goals.	Leads by example with relentless focus on vision, mission, values, and high academic goals.	Frequently directs focus on vision, mission, values, and high academic goals.	Occasionally directs focus on vision, mission, values, and high academic goals.	Refers to vision, mission, values, and goals only when an opportunity arises.	3
1.05	Curates and uses data to guide educational decision-making.	Leaders and teachers consistently use data to narrow achievement gaps among student subgroups.	Leaders and teachers frequently use data to narrow achievement gaps among student subgroups.	Leaders and teachers generally use data to explain gaps but less often to help close them.	Leaders and teachers use data haphazardly or ineffectually.	2
1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	2
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	3

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
2.01	Models professional, ethical, and respectful conduct.	Exemplifies professional, ethical, and respectful conduct.	Consistently displays professional, ethical, and respectful conduct.	Occasionally fails to display appropriate professional conduct.	Frequently fails to display appropriate professional conduct.	3
2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	3
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	2
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	3
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	3
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	2
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	2

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	3
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	2
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	3
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	2
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	2
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	2

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	3
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	2
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	3
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	3
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	3
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	3
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	2



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Melisa W. Giovannelli, District 2

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

Scale

Highly Effective	3.250-4.000
Effective	2.500-3.249
Needs Improvement	1.750-2.499
Unsatisfactory	1.000-1.749

Standard Weighting

Educational Leadership	25%
Professional Leadership	25%
Community Leadership	25%
Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	1.57	<p>1.01 - I would describe the District as “Musical Chairs.” Dr. Adkins’ cabinet has a high turnover in my two-year tenure with the District. This is clear that he cannot get along with employees that work the closest to him. He is unable to put the right people in the right seats to move this District forward. The COO position has been open for quite some time only to be filled by one employee for a few months then shared by two employees and then open then filled by another employee that decided to retire. The COO position is vacant again. We have had to hire Newport and spend \$14,000 a month to help Dr. Adkins get the right people in the seats of the bus. He has lost several Cabinet Members; Dr. Desamours, Mr. Law, Mr. Cody, Mr. Mora, Mr. Blurton, and Mr. Demming, with only one retiring for the second time. All are no longer with the District except one has decided to try to work here again in the exact same role. That Executive position was only advertised in Peoplesoft and not a National Search and therefore does not allow opportunity to entertain other candidates and attract the best because we do not even know if those candidates exist. Three of the Cabinet Members were demoted and transferred to other areas of the District without loss of pay, only their status. A position was created for one of the Administrators without a vote by the Board, yet he still chose to leave the District. Currently, there are many high-level positions open at the District even after giving generous raises to Executive Level Administrators under the guise of “retaining and attracting the best and brightest.” A couple of these open executive positions left the District even after receiving the “Market Rate” raises and back pay in December 2018. Yet many teachers, APs and personnel are left looking for jobs within and out of the District because of the District Resource Allocation (DRA) layoffs and reorganization. Yet we have administrators at the District that have no real title at the District and are given a title of “Principal on Assignment” and collecting a check. I have spoken to three Administrators that left and they expressed to me that they were not leaving because of pay. One Administrator expressed that they wanted to be very clear the salary was not the reason for leaving, nor opportunity as they loved their job. All three stated in their departure one main reason for leaving, that they had no support and they cannot continue working in this hostile work environment created by Dr. Adkins. I have also been told that there are many more to leave the District and it is not because of the new Board.</p> <p>1.06 - Students are not feeling safe resulting in higher absenteeism and incidents at schools. The public is consistently inundated with negative moments of school fighting, school threats, vaping and bullying. We had a high volume of discipline incidents with threats, vaping and juuling. Educating and engaging all students in awareness will decrease incidents. Safety does not appear to be the first priority. Students are not free to learn because of fear. The whole child consists of his/her academic, social, and emotional well-being. As a leader, he is not proactive when it comes to our students. His leadership is reactive, instead of proactive.</p> <p>1.07 - The leadership of this District is not engaging parents enough so that they know and understand that their involvement is critical to the success of their child. Communication with parents is mostly in a reactive phase, and not being proactive in situations concerning this District. We had a high volume of discipline actions with vaping and threats to schools. Parental involvement and understanding the use of vaping and juuling is detrimental to the child’s educational outcome.</p>

1.00 **2.01** - Dr. Adkins has often been less than candid in our one-on-one private conversations. He also has displayed an aggressive conduct in meetings whenever asked certain questions or challenged by a Board Member. His comment at a meeting of “stay in your lane” to the Board Chair was completely unacceptable. This is not modeling respect when interacting with fellow professionals. This behavior is borderline chauvinistic and very demeaning toward the Board Chair.

2.02 -

- Dr. Adkins sometimes does not respond to my requests even though it is 48 hours prior to a Board Meeting.
- He was a month behind in his self-evaluation deadline resulting in the Board not able to meet their deadline on his evaluation.
- Dr. Adkins did not advise this Board Member of the Executive pay raise in December 2018. This resulted in me finding out from employees and constituents. Employees who received the increase and back pay were surprised, as they had just received a 2.5% raise in March 2018.

2.03 - Dr. Adkins often times does not take suggestions well from certain School Board Members; and as such, moves forward without their consent.

2.04 - Dr. Adkins leads through fear and intimidation through his subordinates.

- Staff members are afraid to come forward for fear of losing their jobs. This culture radiates throughout the District.
- Employees, as well as, parents feel comfortable speaking to me. In confidence, they contact me to tell me of the culture and climate. They are very scared to say or do anything in fear of retaliation; losing their job, or not being renewed. A few teachers contacted me and another Board Member regarding the Best and Brightest Scholarship funds that they received were less than what they were told it would be. I discussed the situation with Dr. Adkins and Dr. Pruitt and did not forward the emails or name the employees. I received more than one complaint regarding the bonus. The other Board Member forwarded the email to Dr. Adkins. I found out this week, by another employee, that one of the employees was harassed and threatened by HR.
- Another example of the culture in the District is when I had an employee contact me that their school was out of paper and they were unable to fulfill their job duties. I sent an email to the Superintendent asking him about this situation. I found out later that employees were called to the Administrator’s office, questioned, and intimidated. They were interrogated to find out who told me. The person they think told me was not one of the employees who was called in and questioned. The circumstances of being without paper should have been the main focus, not the fact that someone contacted a Board Member.
- This is not the only time subordinates have sought to involve me and discredit me when I was only the messenger delivering the message directly to the Superintendent.

2.05 - Dr. Adkins has had an incredible turnover at the Executive level, in spite of the huge raises given. This is a reflection of the leader. With the amount of public turnover, this does not show an environment of security,

Standard	Rating	Comments
		<p>encouragement, and development. Very few minorities have been vetted to professionally prepare to be part of the District’s Executive Cabinet. He has not allowed an opportunity to seek individuals who can become future leaders of this District. His appointments have not proven to be prosperous nor productive. The number of turnovers does not display an environment of collaboration and teamwork.</p> <p>2.06 – Consistently, Dr. Adkins fails to follow up on Board Member requests, something I have experienced, and I continue to see happening. He makes important Board decisions, like executive pay increases that were not approved by the Board, only to find out after the fact.</p> <p>2.07 - Dr. Adkins clearly interacts better with some Board Members than others. He has not made a concerted effort to reach out to those Board Members with whom he has a questionable relationship. Effective leadership would not allow members of a team not to feel involved. He has not created a risk-free environment. Through his communication, lack of effective interaction, and intimidating attitude, he has failed to create an effective team of leaders for this District. This lack of effective leadership proves that he should not receive effective ratings in this evaluation.</p>

Standard	Rating	Comments
Community Leadership	1.67	<p data-bbox="653 170 1971 211">3.02 -</p> <ul data-bbox="653 211 1971 690" style="list-style-type: none"> <li data-bbox="653 211 1971 511">• Dr. Adkins needs to be more respectful of EDAC (Equity and Diversity Advisory Committee). He recently signed an Agreement with the NAACP regarding deficiencies throughout the District. Having to sign and agree to such agreement only signifies the lack of Diversity and Equality throughout the District. We must do better in our District where over 55% of our students are minorities. We have a high number of Hispanic students in our community and yet there is no plan in place to reach those stakeholders. We do not see improvement in our number of minority employees hired in the District. The lack of equality is disheartening for our students. Presently, Dr. Adkins' Cabinet is lacking diversity. I have consistently addressed this issue in his evaluations. <li data-bbox="653 511 1971 690">• Recently, Dr. Adkins was asking for approval of two new positions for the Equity and Diversity Director without the recommendation of EDAC. This is just another example of not respecting the process of the Board Committee which is in place to engage our community. This lack of leadership is a violation of the NAACP Agreement. This further shows that he makes decisions that are not in the best interests of all constituents. <p data-bbox="653 690 1971 730">3.04 -</p> <ul data-bbox="653 730 1971 1063" style="list-style-type: none"> <li data-bbox="653 730 1971 958">• Dr. Adkins needs to be more forthcoming and transparent when it comes to failures of the District with resolutions. Dr. Adkins communicates with very limited and selective information. You then have to be resourceful to get to the truth, after the fact or from other resources. Taking ownership is not easy for Dr. Adkins, yet he is the Leader. The community would respect the District more and understand that mistakes do happen; but, with a solution, it will address the situation to avoid future mistakes. This is a solid example of not being proactive in handling situations when it involves the District. <li data-bbox="653 958 1971 1063">• During an interaction with the NAACP, Dr. Adkins spoke with each Board Member, but failed to reach a consensus with the board as to the agreement with the NAACP. The Board was not informed of the agreement and an upcoming press conference until 24hrs before publicly sharing the information. <p data-bbox="653 1063 1971 1140">3.06 - It appears there is a delay in responses to employee or ex-employee in seeking assistance. Stakeholders need to know they are not being avoided. They need to feel important, after all they are our customers.</p>

1.43 **4.01** - Dr. Adkins appears not to have successfully established practices and processes as evidenced by the atrocious Florida Auditor General’s report citing 15 audit findings. The “Out of Cycle” Audit is a clear message that change needs to happen in the way the District does business. The District must be held accountable strive to use best practices in all aspects of the District.

4.03 - The recent Audit had 15 findings with little corrections which resulted in an “Out of Cycle Audit”. The Best and Brightest Scholarship was underreported. This resulted in costing the District from receiving funds from Tallahassee; and, resulted in the District having to file a \$200K insurance claim. The District still had to pay out of pocket over \$68,000. FEMA reimbursement to date is only \$1.5 million with an outstanding balance of \$29mm. Adding insult to injury were multiple administrative raises and now the possible cuts to teachers and support staff that directly affects the classroom. Those raises were on the backs of the Teachers and Staff and should not have been given before teachers and staff. Administrators received a 2.5% raise in March. DRA allocation restructuring is also another example of not budgeting or sticking to the strategic plan when you put APs in place and then demote them into the Surplus Pool to be back in the classroom. Several recently promoted APs was demoted back into the classroom, resulting in changes to their pay. This creates uncertainty and instability for employees. Installing a privacy fence there days after a constituent made a complaint about the Maintenance Department so that the public could not see their tax dollars at work. Yet, we have schools that need privacy from the unsafe neighborhood surrounding them. Jeopardizing a grant by delaying agreement. Our priorities are not in line with our needs. Those are some of the examples of the lack of supervision of the use of public dollars.

4.04 - Under Dr. Adkins’ administration, there has not been conformity to all requirements as mandated by Legislature. There is room for improvement. If students do not feel safe, that will affect their learning potential outcome.

4.05 - The return of the Florida Auditor General for an “out of cycle” audit supports the lack of leadership by Dr. Adkins.

- Multiple OIG investigations
- Multiple lawsuits; OCR, Federal and State
- The Federal Head Start Grant

These are indicative of Dr. Adkins’ failure to grasp the importance of complying with Federal and State mandates and statutes.

4.07 - Dr. Adkins struggles with effective communications.

- Often at times he faults others for not advising the Board instead of taking ownership of his own deficiencies. Examples of the ineffective communications are: DRA Allocations, Best & Brightest pay outs, Executive pay increases, failure to notify the Board of the Head Start complaint, and failure to communicate the Joint Legislative Auditing Committee hearing being held on 2/21/19. Dr. Adkins was notified on 2/13/19 of the Audit Hearing on 2/21 in Tallahassee. He waited 7 days, 2/19/18 to notify the Board. The short notice resulted in Board Members being unable to attend.
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Standard	Rating	Comments
		<ul style="list-style-type: none"> Based upon the content of this evaluation, I have come to the professional conclusion that it is time to move forward in removing Dr. Adkins as Superintendent. Therefore, at the next Board Meeting, I will present a motion to terminate the employment of Dr. Adkins from the Office of Superintendent of The School District of Lee County.
Overall Evaluation		1.42

Melissa W. Giannelli

Board Member Signature: _____

Date: 4/24/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	1
1.02	2
1.03	2
1.04	2
1.05	2
1.06	1
1.07	1

Rating	1.57
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Professional Leadership

Item	Rating
2.01	1
2.02	1
2.03	1
2.04	1
2.05	1
2.06	1
2.07	1

Rating	1.00
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Community Leadership

Item	Rating
3.01	2
3.02	1
3.03	2
3.04	1
3.05	2
3.06	2

Rating	1.67
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Executive Leadership

Item	Rating
4.01	1
4.02	2
4.03	1
4.04	2
4.05	1
4.06	2
4.07	1

Rating	1.43
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	1
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	2
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	2
1.04	Cultivates commitment to District’s educational vision, mission, values, and high academic goals.	Leads by example with relentless focus on vision, mission, values, and high academic goals.	Frequently directs focus on vision, mission, values, and high academic goals.	Occasionally directs focus on vision, mission, values, and high academic goals.	Refers to vision, mission, values, and goals only when an opportunity arises.	2
1.05	Curates and uses data to guide educational decision-making.	Leaders and teachers consistently use data to narrow achievement gaps among student subgroups.	Leaders and teachers frequently use data to narrow achievement gaps among student subgroups.	Leaders and teachers generally use data to explain gaps but less often to help close them.	Leaders and teachers use data haphazardly or ineffectually.	2
1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	1
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	1

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
2.01	Models professional, ethical, and respectful conduct.	Exemplifies professional, ethical, and respectful conduct.	Consistently displays professional, ethical, and respectful conduct.	Occasionally fails to display appropriate professional conduct.	Frequently fails to display appropriate professional conduct.	1
2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	1
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	1
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	1
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	1
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	1
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	1

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	2
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	1
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	2
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	1
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	2
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	2

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	1
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	2
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	1
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	2
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	1
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	2
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	1



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Chris N. Patricca, District 3

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

<i>Scale</i>		<i>Standard Weighting</i>	
Highly Effective	3.250-4.000	Educational Leadership	25%
Effective	2.500-3.249	Professional Leadership	25%
Needs Improvement	1.750-2.499	Community Leadership	25%
Unsatisfactory	1.000-1.749	Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	4.00	Dr. Adkins' hiring process is deliberative and highly effective. Dr. Adkins hires employees who have the ability to effectuate positive change in the District. One example is the hiring of Trey Davis, who employs innovation at every turn and continuously finds efficiencies that positively impact every aspect of the District. Another example is the hiring of Dr. Desamours who is a natural leader with tremendous institutional knowledge and impeccable qualifications. I urge Dr. Adkins to continue to be deliberative in his hiring decisions. In terms of curriculum, instruction, and assessment, Dr. Adkins has provided support to the many new initiatives and changes that Dr. Creel brings to Academic Services. Many of these changes were necessary to ensure that we are a school district instead of a district of schools. Yet, these changes reflect an understanding that each school has a unique culture and community that must be supported. Change is always difficult. Yet, these changes were necessary for our students, given our high mobility rates. With Dr. Creel, the Superintendent implemented new programs that will allow our students to thrive.

Standard	Rating	Comments
Professional Leadership	3.71	<p>Dr. Adkins always focuses his decision making on what is best for students. He is always candid and always forthcoming when questions are asked, and information is provided. In terms of mentoring emerging leaders, Dr. Adkins has plans in place to accomplish this. However, current technology limitations make the full realization of this goal difficult in the short run. Yet, Dr. Adkins is supporting the expansion of technological capabilities in the District so that emerging leaders within the District can be more easily identified. I urge Dr. Adkins to continue with this initiative. The implementation and expansion of Lean Six Sigma training strengthens an environment of efficient operations. Further, Dr. Adkins has a track record of hiring outside consultants when he believes it is appropriate to strengthen an area of function at the District. The most recent example of this is the hiring of the Newport Board Group. Perhaps Dr. Adkins' greatest example of Professional Leadership and consensus-building is the passage of the half-penny sales tax. Dr. Adkins worked tirelessly, getting out into the community to address questions regarding this initiative. He also worked with business and community leaders to build support for the tax so that they would, in turn, share information with their communities. This was a historic accomplishment that would not have been possible without Dr. Adkins' leadership.</p>
Community Leadership	4.00	<p>Dr. Adkins' continued practice of meeting with business and community leaders through the Executive Roundtable is paying huge dividends for our students and our staff. Through this process, Dr. Adkins gains the benefit of these leaders' experience and their feedback regarding workforce needs in Lee County. Also, Dr. Adkins supports the Communications Department's creative and thorough communication methods. Lauren Stillwell constantly looks for ways to share information with the public and with our families. <i>Peachjar</i> is just one example of a new program utilized by the District. In addition, Lauren Stillwell and her team share information in just about every manner possible. Videos are created using people and cartoons, thus appealing to large segments of our community. We now have podcasts so that in-depth information can be consumed by people on the move. The materials created and circulated by Communications are engaging, informative, and thorough. I urge Dr. Adkins to continue to ensure that Communications has the resources they need to effectively continue these efforts and to allow Lauren Stillwell and her team to continue to innovate. Finally, Dr. Adkins has stepped up his efforts to visit schools and gain valuable insight into the day-to-day function of each school. I urge Dr. Adkins to continue to be similarly engaged utilizing school visits and attendance at school functions.</p>

Standard	Rating	Comments
Executive Leadership	4.00	There is no doubt that Dr. Adkins is the right leader at the right time for the students and staff in the School District of Lee County. Every metric in this category is being met and, in many instances, expectations are exceeded. Dr. Adkins' commitment to an ethical and professional work environment is illustrated by the fact that the Professional Standards and Equity Department ranked 2 nd in investigations per 1,000 employees as compared to other large districts across the state. This ranking exceeded the department's goal of being ranked 3 rd . I urge Dr. Adkins to continue to ensure the establishment of legal sufficiency before investigations are conducted. The professionalism and thoroughness of work coming out of that department is truly phenomenal. The hiring of Rick Parfitt as Director of Safety and Security was a very positive step forward in ensuring that the safety of everyone associated with the District is our first priority. Rick Parfitt has worked incredibly hard to implement the requirements of SB 7026, putting Lee Schools in a better position than many other districts across the state. Rick Parfitt's vast experience in law enforcement, his membership in professional organizations, and his engagement in continuing education are a perfect fit for the safety and security needs of the District. I urge Dr. Adkins to continue to support Rick Parfitt's initiatives moving forward.
Overall Evaluation	3.93	

Board Member Signature: _____

Date: 4/24/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	4
1.02	4
1.03	4
1.04	4
1.05	4
1.06	4
1.07	4

Rating	4.00
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Professional Leadership

Item	Rating
2.01	4
2.02	4
2.03	4
2.04	4
2.05	3
2.06	3
2.07	4

Rating	3.71
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Community Leadership

Item	Rating
3.01	4
3.02	4
3.03	4
3.04	4
3.05	4
3.06	4

Rating	4.00
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Executive Leadership

Item	Rating
4.01	4
4.02	4
4.03	4
4.04	4
4.05	4
4.06	4
4.07	4

Rating	4.00
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	4
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	4
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	4
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1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	4
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	4

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
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2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	3
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	3
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STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

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STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	4
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4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	4
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	4



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Debbie Jordan, District 4

How to Use This Form

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Overall Performance Rating

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<i>Scale</i>		<i>Standard Weighting</i>	
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Needs Improvement	1.750-2.499	Community Leadership	25%
Unsatisfactory	1.000-1.749	Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	3.86	Continue working on closing the gap and working with all staff to meet the social and emotional needs of our students.
Professional Leadership	3.71	Need to continue to keep up with the succession plan so that the District is always prepared for someone to step in so there is no down time. Lesson learned regarding executive pay moving forward.
Community Leadership	3.83	From what I have seen in the past several months of being here, I believe that you make sure that you are out in the community and working with all stakeholders.
Executive Leadership	3.86	We need to make sure that we are following up on complaints, especially when there are many concerns about a singular issue, (principals, etc.).
Overall Evaluation	3.82	Overall, I can only speak from my experience thus far, and as we all know, every day we can learn and grow to better ourselves.

Board Member Signature: Debbie Jordan

Date: 4/24/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	3
1.02	4
1.03	4
1.04	4
1.05	4
1.06	4
1.07	4
Rating	3.86

Professional Leadership

Item	Rating
2.01	4
2.02	4
2.03	4
2.04	4
2.05	3
2.06	3
2.07	4
Rating	3.71

Community Leadership

Item	Rating
3.01	4
3.02	4
3.03	4
3.04	3
3.05	4
3.06	4
Rating	3.83

Executive Leadership

Item	Rating
4.01	4
4.02	4
4.03	3
4.04	4
4.05	4
4.06	4
4.07	4
Rating	3.86

STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

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2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	4
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	4
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	4
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	3
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	3
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	4

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	4
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	4
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	4
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	3
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	4
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	4

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	4
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	4
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	3
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	4
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	4
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	4
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	4



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Gwynetta S. Gittens, District 5

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

<i>Scale</i>		<i>Standard Weighting</i>	
Highly Effective	3.250-4.000	Educational Leadership	25%
Effective	2.500-3.249	Professional Leadership	25%
Needs Improvement	1.750-2.499	Community Leadership	25%
Unsatisfactory	1.000-1.749	Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	2.43	See Attached Document
Professional Leadership	1.57	See Details in Attached Document
Community Leadership	2.67	See Attached Document for details
Executive Leadership	2.29	Details in attached Document
Overall Evaluation	2.24	Full details in attached Document

Board Member Signature: _____

Date: 4/24/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	2
1.02	2
1.03	3
1.04	3
1.05	3
1.06	2
1.07	2

Rating	2.43
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Professional Leadership

Item	Rating
2.01	1
2.02	2
2.03	2
2.04	2
2.05	1
2.06	1
2.07	2

Rating	1.57
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Community Leadership

Item	Rating
3.01	3
3.02	2
3.03	3
3.04	2
3.05	3
3.06	3

Rating	2.67
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Executive Leadership

Item	Rating
4.01	1
4.02	3
4.03	2
4.04	2
4.05	2
4.06	3
4.07	3

Rating	2.29
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	2
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	2
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	3
1.04	Cultivates commitment to District’s educational vision, mission, values, and high academic goals.	Leads by example with relentless focus on vision, mission, values, and high academic goals.	Frequently directs focus on vision, mission, values, and high academic goals.	Occasionally directs focus on vision, mission, values, and high academic goals.	Refers to vision, mission, values, and goals only when an opportunity arises.	3
1.05	Curates and uses data to guide educational decision-making.	Leaders and teachers consistently use data to narrow achievement gaps among student subgroups.	Leaders and teachers frequently use data to narrow achievement gaps among student subgroups.	Leaders and teachers generally use data to explain gaps but less often to help close them.	Leaders and teachers use data haphazardly or ineffectually.	3
1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	2
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	2

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
2.01	Models professional, ethical, and respectful conduct.	Exemplifies professional, ethical, and respectful conduct.	Consistently displays professional, ethical, and respectful conduct.	Occasionally fails to display appropriate professional conduct.	Frequently fails to display appropriate professional conduct.	1
2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	2
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	2
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	2
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	1
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	1
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	2

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	3
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	2
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	3
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	2
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	3
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	3

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	1
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	3
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	2
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	2
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	2
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	3
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	3

	The Self-Evaluation Binder was not clearly labeled and artifacts were not aligned to the Evaluation Process. It should have been explained that tabs 5, 6, and 7 were in fact 1, 2, 3 and 4 and match artifact location to Self-Evaluation Document.	
	1.0 Educational Leadership	Recommendations For Success
1.01	<p>A. It is good to see the awards and recognition for staff's hard work. The recruitment, retention and assignment of effective District staff is an area for improvement because of the turnover, hiring practices, and inability to maintain leaders. Some choices for positions could have been more transparent and what is best for the District as a whole. Financial reasons are not the only reason positions are unfilled. I continue to be concerned about the emotional climate of staff in several of our schools.</p> <p>B. At the school level, while Climate Surveys for school Administration are helpful, they should not be the driving force for managing leadership. We must create an atmosphere of collaboration and openness and not fear.</p>	<p>1. As I have discussed several times with the Superintendent, changes in staff present an opportunity to review the Organizational Chart for Continuous Improvement.</p> <p>2. Since our District subscribes to the methods of Six Sigma, a suggestion might be to use their process: https://www.sigmaassessmentsystems.com/wp-content/uploads/2019/02/SIGMASuccession-Succession-Templates-Guide.pdf. Our current hiring situation needs are not the fault of "the new Board Members" as has been stated.</p> <p>3. Have a set standard process for job search; e.g. positions over \$100K with no current succession plan, candidates will be nationally advertised, etc.</p>
1.02	AP and Principal pools are not as aligned as they could be. I have been told several times the Principal Pool is not providing the employees we need. There are several minority educators that have principal experience that are unable to get positions. DRA cuts in the Admin. levels have also discouraged future applicants for fear of job	This is an opportunity to step back and review the process for effectiveness if the number of AP Pool individuals is not keeping up with the need for Principal applicants.
1.03	Initiatives such as Mapping, E-Walks, etc. have been extremely taxing on staff.	How can we balance initiatives with the workload of employees?
1.05		
1.06		
1.07	Parent Involvement has been an issue for over many years and numbers of parental engagement have not advanced significantly . The Superintendent's Interim Top Priorities are focusing on a long-time issue at the end of the school year.	At the beginning of the school year is a more optimal time to work on parent involvement. Perhaps this can be a Top Initiative for FY19-20. Considering the change in our demographics, we need to look at more inclusive ways to solve this issue, such as community and cultural groups.

2.0 Professional Leadership		
2.01	<p>On several occasions I have been treated in a very insubordinate way. Insubordination--Feb. 25, 2019 I was told by the Superintendent, "You've got to learn to stay in your lane"..."things have to come through this office and through me and you have to stay out of the weeds!!!"..."You don't understand." At public Board meetings when I stated "It is offensive to be told by you to "stay in my lane"..."and the response was "it's offensive to have to answer so many questions." I have asked questions and requested certain actions, to be told in publicly televised meetings, "I will do that if the Board directs me to."</p>	<p>It is my desire that we can work in a professional and respectful way. I respect the Superintendent and staff and all the work they do and I should be respected as a Board Member and Chair. We have had training with the Superintendent and the Board and have scheduled additional training and workshops on professional, ethical, and respectful conduct and the Diversity training that was given to District administrators.</p>
2.02	<p>Strategic priorities are timely, however Board requests are often delayed or not answered. On occasion, Board Members are met with reluctance and comments such as "you don't understand." Information I requested in December 2018 was not received or I was told why it was not relevant until April 2019 and there are still outstanding questions.</p>	<p>We had agreed - Superintendent and Board - to keep an ongoing list of Board Member requests to be able to address when a Board Member is overtaxing the system. The new Agenda Review Process and the Board Strategic Plan Process that I introduced to the Board should help alleviate some of staff time and Superintendent commitment.</p>
2.03	<p>2.03 should be based on "self-improvement" goals. The artifacts should support the information and data collected from these events and meetings. Two examples of trainings other than those required of all staff are listed. What measurable improvements to the Strategic Plan have resulted from conversations with principals and teachers and community?</p>	<p>Perhaps documenting collaboration with other superintendents, mentors, conferences would be helpful. Answering questions such as 'How has the collaboration with peers, advisory groups or Diversity Training helped you better understand the needs of all stakeholders and enhance the District's Continuous Improvement?' Document those changes and improvements.</p>
2.04	<p>Every two years there is an opportunity for growth in this area of "inspiring change, innovation and improvement" when new Board Members are added. Risk taking Lean 6 Sigma training is offered, is it required and can it be used for increased professional development in the District?</p>	<p>STAR teacher good for identifying top recruits, innovation school good. Innovation and improvements especially from employees should be nourished.</p>
2.05	<p>If you are developing emerging leaders why are they not available to fill the many positions. "Newport assessment" because for years there is no solid prep of emerging leaders. Systems have changed several times. Is NISL providing training for Lee County APs. Too many open positions with not enough prepared to fill.</p>	<p>A solid emerging leader process will be helpful in attracting the "best and brightest" and maintaining them through the Grow Your Own process.</p>

2.06	Market Raises and lack of transparency caused some of the issues with teachers and resulted in lack of consensus with teachers and TALC collective bargaining. "One of the most lengthy collective bargaining issues in recent memory" (Market increases) DRA Consensus is "principals and central office staff worked to cut budgets for teacher pay raises. There were conflicting reports of the negotiations and no clear explanation of severity of DRA cuts prior to giving budgets to school administrators.	Since it is very likely that individual Board Members will be notified by school employees, it is optimal to share at least the basic process with them so that we are aware.
2.07	There is a lack of collaboration with all members of the Board. We are basically told this is what will happen, not asked for input. Very often decisions are made, e.g. hires and individuals are invited to the meeting where the vote will be taken.	Increased collaboration with Board Chair, as previous Board Chairs. Hopefully, the new Agenda Review Process will increase communication. To show greater collaboration and process, e.g. potential new hires, etc. should be invited to the meeting after the vote at an action meeting, not assuming, there will be no issues with the vote.

3.0 Community Leadership		
3.01		
3.02	Self Evaluation does not mention Diversity methodology of hiring staffing etc. Does not mention NAACP Agreement. In order to ensure ongoing success of the agreement, the goals should be "SMART" goals. Community Key Findings Artifact only addresses a 90% Caucasian audience making over \$100. It is interesting that only 22% use our Website. AdvanceEd gave us lower marks on inclusion.	Perhaps provide artifacts that show a more representative and inclusive segment of our community. Can we have the same data from a more cross section of the community? We need to look at the NAACP agreement and collaborate on SMART goals which will help all stakeholders.
3.03		
3.04	Tab 5 District Goals and Leadership "32% are unaware of who the Superintendent is" 65% of students are not aware of Strategic Plan" from a survey.	Suggestion to address our negatives as publicly as the positives, in an effort to enhance transparency and include the community in solutions.
3.05		
3.06		

	4.01 Executive Leadership	
4.01	Some business processes are not clear and transparent: DRA , Exec. Pay for example. DRA lack of clear communication of process and roll out of Budget. Incorrect initial budget. Why are certain DRA waivers revoked and others not and why some units are returned and others not. Administrators fear asking the questions for fear of retaliation.	Artifact "Business Services Division E-Payables" section. We need to discuss why we are involved in so many audits and how we can avoid them in the future whether it is through better transparency or other initiatives.
4.02	Technology is handled very well. Trey Davis is an excellent leader of this area.	
4.03	Decreasing the Information Specialists and using part-time Bookkeepers is a threat to the efficiency and accuracy of our financial responsibilities.	The issue of Audit exceptions will hopefully be improved with the hiring of the Board Auditor.
4.04	The addition of Mr. Parfitt has been extremely helpful in our success of Safety and Security, Threat Assessment Teams, collaboration with community leaders.	
4.05	The Workplace Climate Summary Survey is a concern as to the equity for administrators. If you are moved or placed at a school...your job is dependent upon how staff accepts you, not how you improve student achievement. Employees are told the Survey is used because the Board requested it, if that is the case, I want to bring it to a workshop discussion.	We need to review the Survey process and integrity to make sure it is the best way to collect the data.
4.06		
4.07		



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:

Gregory K. Adkins

School Board Member:

Betsy Vaughn, District 6

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

Scale

Highly Effective	3.250-4.000
Effective	2.500-3.249
Needs Improvement	1.750-2.499
Unsatisfactory	1.000-1.749

Standard Weighting


Educational Leadership	25%
Professional Leadership	25%
Community Leadership	25%
Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	2.71	<p>1.01 Recruits, retains, and assigns effective district and school leaders.</p> <p>During my time on the Board the LCSD has lost many top-level District administrators and has had vacancies that often last for months. There are also too many instances of key positions that are filled by individuals who lack the minimum qualifications to effectively fulfill their jobs.</p> <p><u>Example #1</u> – CFO - When the previous CFO (who possessed a doctorate) left the District in 2018, the position of Chief (overseeing a \$1.6 billion budget) was filled internally by an employee with a Bachelor’s degree and community banking experience.</p> <p><u>Example #2</u> – The Director of the Maintenance Department oversees a multi-million-dollar budget. That individual’s highest educational level is a high school diploma.</p> <p><u>Example #3</u> – The new job title “Coordinator, Equity and Civil Rights Compliance” was introduced for approval at a recent Board Action Meeting. The position required 3 years of experience in human resources, but absolutely no training in federal or state regulations that govern civil rights, nor any professional licensure or certifications. This individual is, among other duties, tasked with training and advising District personnel on equity-related requirements.</p> <p><u>Example #4</u> – In a similar situation to #3, a position of “Coach, Diversity and Inclusion” failed to meet Board approval. Requirements for this position required 4 years of Effective or Highly Effective teaching experience, including 1 year in Lee County. No mention of required licenses or certifications.</p> <p><u>Example #5</u> – Long-term unfilled key positions include Director of Transportation and Chief Operations Officer</p> <p><u>Example #6</u> – Some school principals seem to enjoy “protected status.” These are the individuals who have exceptionally high teacher turnover rate numbers and multiple unresolved parent complaints and yet retain their positions. Many of these same principals also fail to follow onboarding of new teacher guidelines set by HR and/or curriculum procedures set by Academic Services.</p>

Standard	Rating	Comments
Professional Leadership	1.57	<p>2.05 - Identifies and mentors emerging leaders for executive roles.</p> <ul style="list-style-type: none"> • HR is in the process of designing a leader development program, so perhaps this area will improve for the next evaluation; however, currently I see no evidence of true mentoring of individuals who demonstrate the qualities of leadership. In fact, the best way to advance is often based more on qualities of loyalty and quiet compliance than on creative thinking. A mentorship program for emerging leaders is critically needed for minority staff members, especially for Hispanics. <p>2.06 – Forges consensus and drives solutions on complex issues.</p> <ul style="list-style-type: none"> • The Superintendent cites budget cuts by principals and central office staff in order to focus resources on teacher pay raises as an example of consensus building. Information to teachers regarding how the extra funds were obtained and necessary cutbacks at schools was poorly handled – there was certainly a breakdown of consensus. Complicating the issues that arose during this year’s TALC contract negotiations was the rollout of huge executive pay raises in December. <p>2.07 – Maintains collaborative relationship with Board members</p> <ul style="list-style-type: none"> • When information is shared, decisions typically already have been made. This is particularly troublesome when the Superintendent is choosing individuals for Chief positions. The Superintendent has become visibly angry when his choices are questioned. At Board meetings, he has reprimanded Board members for not “staying in their lane” and has told the Board at a recent Action Meeting that he has the right to hire whomever he pleases. • In his self-evaluation the Superintendent states that he has been highly effective in building a “collegial” relationship with Board Members via workshops and one-on-one meetings. It is my experience that these meetings are primarily opportunities for the distribution of information. • Overall, performance on this standard is disturbingly weak. Pertinent information often is forthcoming only after persistent “asks” by members of the Board. For instance, I recently asked for a simple public record HR request regarding the educational background of a key staff member via the Superintendent’s Office. Response time was 12 days – finally received after my 3rd request. I have had other instances of long response time after a couple requests. I see a real reluctance to share information in the spirit of collaboration; rather it strikes me that information is shared more with the idea of requirement.
Community Leadership	2.33	<p>Frequently attends community events and speaks to various organizations. I feel that improvement is needed in reaching out and communicating with our minority populations, especially with Hispanic parents and guardians.</p>

Standard	Rating	Comments
Executive Leadership	1.86	<p>4.03 – Ensures responsible stewardship of public funds and property.</p> <ul style="list-style-type: none"> • Head Start Grant complaint • Current “out of cycle” AG audit • Multiple legal settlements (student and staff issues) + legal fees • Huge cost overruns for Bonita Springs High School, a school that has been at less than half its capacity for the past year. • “Best and Brightest” error (cost up to \$265,000). • FMTC grant mismanagement • Overall, our Internal Audit team is not large enough to cover the needs of a District of this size. (Compare to other districts of comparable size.) <p>4.04 – Prioritizes safety and security of students ...</p> <ul style="list-style-type: none"> • Two students have been killed at bus stops. There is currently a push in Cape Coral with partners for benches, lights, sidewalks, etc., however, this has been an ongoing dangerous situation that took a second tragedy and a public outcry to move forward. The District has not been proactive in working with local organizations and government entities on this huge safety risk to children • School safety features such as enhanced camera technology and video entrances are still lacking at some schools after almost a year. This is an example of the “have” and the “have not” schools and underscores a lack of equity. <p>4.05 – Ensures legal compliance, ethical behavior, and professional practice.</p> <ul style="list-style-type: none"> • Legal compliance has been questioned numerous times via investigations, audits, and complaints. • Personal, intimate relationships among staff members compromise professionalism.
Overall Evaluation	2.12	Lee County School District continues to deliver high quality education to our students as a result of the dedication of our teachers and our instructional support staff. Academic Services works diligently to ensure best practices in the classroom so that students achieve their highest potential. Their efforts are not universally supported and challenges that surround our academic vision significantly undermine the goal of becoming a world class school system.

Board Member Signature: _____ 

Date: _____

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	1
1.02	3
1.03	3
1.04	3
1.05	3
1.06	3
1.07	3

Rating	2.71
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Professional Leadership

Item	Rating
2.01	2
2.02	2
2.03	2
2.04	2
2.05	1
2.06	1
2.07	1

Rating	1.57
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Community Leadership

Item	Rating
3.01	2
3.02	2
3.03	3
3.04	2
3.05	3
3.06	2

Rating	2.33
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Executive Leadership

Item	Rating
4.01	2
4.02	3
4.03	1
4.04	2
4.05	1
4.06	2
4.07	2

Rating	1.86
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	1
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	3
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	3
1.04	Cultivates commitment to District’s educational vision, mission, values, and high academic goals.	Leads by example with relentless focus on vision, mission, values, and high academic goals.	Frequently directs focus on vision, mission, values, and high academic goals.	Occasionally directs focus on vision, mission, values, and high academic goals.	Refers to vision, mission, values, and goals only when an opportunity arises.	3
1.05	Curates and uses data to guide educational decision-making.	Leaders and teachers consistently use data to narrow achievement gaps among student subgroups.	Leaders and teachers frequently use data to narrow achievement gaps among student subgroups.	Leaders and teachers generally use data to explain gaps but less often to help close them.	Leaders and teachers use data haphazardly or ineffectually.	3
1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	3
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	3

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
2.01	Models professional, ethical, and respectful conduct.	Exemplifies professional, ethical, and respectful conduct.	Consistently displays professional, ethical, and respectful conduct.	Occasionally fails to display appropriate professional conduct.	Frequently fails to display appropriate professional conduct.	2
2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	2
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	2
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	2
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	1
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	1
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	1

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	2
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	2
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	3
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	2
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	3
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	2

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	2
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	3
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	1
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	2
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	1
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	2
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	2



SUPERINTENDENT EVALUATION INSTRUMENT

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Cathleen O'Daniel Morgan, District 7

How to Use This Form

Using the rubric provided, School Board Members will consider the Superintendent's attainment of each standard by entering whole number ratings (4, 3, 2, or 1) for each indicator in that standard. An average score for each standard will be calculated, and an overall score will be calculated using the ratings for each standard. Board Members may optionally enter comments for each standard. (Comments are required for standards given the lowest rating.)

Overall Performance Rating

The following mutually agreed-upon scale and weighting will be used to determine the overall the overall performance rating:

<i>Scale</i>		<i>Standard Weighting</i>	
Highly Effective	3.250-4.000	Educational Leadership	25%
Effective	2.500-3.249	Professional Leadership	25%
Needs Improvement	1.750-2.499	Community Leadership	25%
Unsatisfactory	1.000-1.749	Executive Leadership	25%

SUMMARY OF EVALUATION

Standard	Rating	Comments
Educational Leadership	3.29	In those areas of sole responsibility - (1.01) recruiting, retaining, and assigning effective district leadership; (1.04) cultivating commitment to the District's vision, mission, values, goals - I see no evidence that Dr. Adkins fails to meet the mark of highly effective. In areas where the District continues to transform practice so that it is consistent with the District goal of improving student academic achievement, enormous progress has been made over the past eighteen months. The vision is clear but in a large labor-intensive organization, transformation occurs in fits and starts. Almost three years into the implementation of HR and Academic action plans designed to align with Vision 2020 and Envision 2030, we have made enormous progress firming the foundation on which deeper and more impactful work can build. IS/S collaboration with other departments has made data that informs professional development, student achievement, and student welfare timelier and more accessible. The progress made at every level of the District over the past twelve months is remarkable and commendable.

Standard	Rating	Comments
Professional Leadership	3.71	<p>Dr. Adkins is a professional, ethical, and respectful leader. He is a change agent who also strives to be a respected leader and manager. The District has a vision and actionable short-term plans aligned with the District Strategic Plan (DSP). Leadership knows and understands their responsibility for executing their components of the DSP. Dr. Adkins holds leaders accountable for their work and for their ability to collaborate and seek consensus as a leadership team. 2018 was a demanding year—the District was required to respond to five external audits and provide educational support for the half-cent sales tax effort. While Dr. Adkins usually is effective because he is quick to delegate to competent employees, his lack of sufficient oversight of the move to market rate for executive pay resulted in poor execution of a major HR action plan that in turn complicated, unnecessarily, the 2019 negotiations with TALC and SPALC.</p> <p>While I have a productive and satisfying relationship with the Superintendent, the conduct of several Board Members suggests that not all are comfortable with his way of work or the Board’s way of work. The governance team needs considerable professional development to exhibit the kind of leadership expected by the community and stakeholders.</p>
Community Leadership	3.50	<p>Community leaders are familiar with and respect Envision 2030 as the plan for improving student achievement and closing the achievement gap. Passage of the 2018 Sales Tax Initiative was a testament to community confidence in his leadership and that of the Governance Team. The NAACP Memorandum of Understanding (MOU) and creation of a School District Diversity Office is engaging community leaders in District planning to improve student achievement. The MOU with Estero Village is a pilot that we hope will lead to more effective engagement of local communities in their schools and educational issues. The FGCU MOU is an educational collaborative that positions the District to become a leader in developing, implementing, and testing strategies for effective teaching and learning in a diverse, majority-minority school district with significant numbers of students from poverty and non-English speaking homes.</p>
Executive Leadership	3.57	<p>We are a different organization than we were when Dr. Adkins became Superintendent. He has transformed the educational, administrative, and managerial cultures through stringent adherence to principles of continuous improvement and personal accountability at every level of the District. Numerous District auditors in 2018 complemented the processes in place to safeguard District assets. Our revised Safety & Security Plan was responsive to 2018 legislation and anticipated many of the refinements under consideration by the 2019 Legislature. Despite a rocky start to 2019 labor negotiations, the outcome was received well by membership. Our communications plan is continuously revisited and improved, but more targeted and consumer-friendly strategies and products are needed.</p>
Overall Evaluation	3.52	<p>Dr. Adkins is a strong, principled, focused leader. He is respected by the community, stakeholders and leadership. The District is in its strongest position since the early 2000s to move aggressively and effectively toward improvements in student achievement and learning gains.</p>



Board Member Signature: _____

Date: 4/25/19

Superintendent Signature: _____

Date: _____

RATING ANALYSIS

This page automatically summarizes the ratings for each indicator and calculates a mean rating for each standard.

Educational Leadership

Item	Rating
1.01	4
1.02	3
1.03	3
1.04	4
1.05	3
1.06	3
1.07	3

Rating	3.29
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Professional Leadership

Item	Rating
2.01	4
2.02	4
2.03	4
2.04	4
2.05	3
2.06	3
2.07	4

Rating	3.71
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Community Leadership

Item	Rating
3.01	4
3.02	4
3.03	4
3.04	3
3.05	3
3.06	3

Rating	3.50
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Executive Leadership

Item	Rating
4.01	4
4.02	4
4.03	3
4.04	4
4.05	3
4.06	4
4.07	3

Rating	3.57
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STANDARD 1. EDUCATIONAL LEADERSHIP: The Superintendent provides a clear vision for teaching and learning, promotes a culture devoted to continuous improvement and best practices, and leads a high-performing organization devoted to the success of each student.

1	EDUCATIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
1.01	Recruits, retains, and assigns effective district and school leaders.	Consistently bases employment decisions on job effectiveness.	Frequently bases employment decisions on job effectiveness.	Inconsistently bases employment decisions on job effectiveness.	Rarely or never bases employment decisions on job effectiveness.	4
1.02	Aligns professional development to meet job needs of leaders and teachers.	Professional development is fully job aligned for leaders and teachers.	Professional development is mostly job-aligned for leaders and teachers.	Professional development is beginning to be job-aligned.	Professional development is one-size-fits-all.	3
1.03	Ensures best practices in curriculum, instruction, and assessment.	Curriculum, instruction, and assessment are seamlessly aligned.	Curriculum, instruction, and assessment are substantially linked.	Curriculum, instruction, and assessment are addressed separately.	Curriculum, instruction, and assessment are unaligned.	3
1.04	Cultivates commitment to District’s educational vision, mission, values, and high academic goals.	Leads by example with relentless focus on vision, mission, values, and high academic goals.	Frequently directs focus on vision, mission, values, and high academic goals.	Occasionally directs focus on vision, mission, values, and high academic goals.	Refers to vision, mission, values, and goals only when an opportunity arises.	4
1.05	Curates and uses data to guide educational decision-making.	Leaders and teachers consistently use data to narrow achievement gaps among student subgroups.	Leaders and teachers frequently use data to narrow achievement gaps among student subgroups.	Leaders and teachers generally use data to explain gaps but less often to help close them.	Leaders and teachers use data haphazardly or ineffectually.	3
1.06	Focuses district and school staff on educating the whole child.	Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	Effective systems in place to meet social, emotional, health, and welfare needs of students.	Limited means of meeting social, emotional, health, and welfare needs of students.	No central effort to meet the social, emotional, health, and welfare needs of students.	3
1.07	Promotes effective parent and family engagement.	Comprehensive, systemic means of informing and engaging parents for student success.	Effective systems in place to inform parents of student progress and encourage their support.	Limited means of informing parents with occasional suggestions for how they can help.	Minimal means of reporting student success with no effort to engage parents.	3

STANDARD 2. PROFESSIONAL LEADERSHIP: The Superintendent models personal, professional, and leadership practices that are consistent with the District’s vision, mission, and core values.

2	PROFESSIONAL LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
2.01	Models professional, ethical, and respectful conduct.	Exemplifies professional, ethical, and respectful conduct.	Consistently displays professional, ethical, and respectful conduct.	Occasionally fails to display appropriate professional conduct.	Frequently fails to display appropriate professional conduct.	4
2.02	Establishes and acts on current Board and District priorities.	Constant, timely, and effective progress on priorities.	Consistent high-yield work that is timely and organized.	Regular high-yield work with some missed deadlines.	Haphazard work with many missed deadlines.	4
2.03	Examines own practice for continuous improvement.	Continuous, reflective, and effective approach to self-improvement.	Regularly sets, pursues, and meets key self-improvement goals.	Occasionally sets key self-improvement goals with limited follow-up.	Rarely sets or meets any worthwhile self-improvement goals.	4
2.04	Leads and inspires change, innovation, and improvement.	Continuous, effective change and innovation with positive results.	Frequent and effective change and innovation with calculated risks.	Occasional change and innovation, but with little risk-taking.	Little or no meaningful change or innovation.	4
2.05	Identifies and mentors emerging leaders for executive roles.	Structured ongoing mentoring of all executive leaders.	Regular mentoring and preparation of executive leaders.	Some preparation of a few executive leaders.	Little or no effort to prepare executive leaders.	3
2.06	Forges consensus and drives solutions on complex issues.	Continuous success in achieving and acting on consensus.	Regularly and effectively forges and acts on consensus.	Occasionally works to develop and follow up on consensus.	Fails to forge consensus or fails to follow up on consensus.	3
2.07	Maintains collaborative relationship with Board Members.	Consistently consults and collaborates with Board Members.	Regularly informs and collaborates with Board Members.	Usually informs Board Members, but with limited collaboration.	Little or no effort to inform Board Members.	4

STANDARD 3. COMMUNITY LEADERSHIP: The Superintendent builds relationships to ensure that key stakeholders work effectively with one another to achieve strategic results.

3	COMMUNITY LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
3.01	Engages stakeholders in implementation of strategic plan.	Leads community coalition in effective support of strategic plan.	Regularly focuses on strategic plan and seeks community support.	Occasionally focuses on strategic plan, with limited community support.	Fails to focus on strategic plan and seeks little or no community support	4
3.02	Embraces diversity of community and seeks multiple perspectives.	Continuous, effective, and inclusive seeking of diverse viewpoints.	Regular efforts to promote diversity in decision-making.	Occasional efforts to promote diversity with limited success.	Little or no effort to seek or support diversity or equity.	4
3.03	Maintains appropriate visibility and accessibility to stakeholders.	Collaboratively engaged in strategically-selected community events.	Frequently attends community events.	Occasionally attends community events.	Little or no attempt to attend community events.	4
3.04	Communicates a positive, open, and accurate view of the district.	Comprehensive, timely, accurate, and positive communication plan.	Multiple, timely, and accurate means of communication.	Traditional means of timely, effective, and accurate communication.	Communications are untimely, incomplete, or inaccurate.	3
3.05	Promotes community awareness and advocacy for education issues.	Consistently gathers support and influences public debate.	Regularly engages community in solving critical issues.	Occasionally informs community of substantive education issues.	Rarely or never addresses substantive issues with the community.	3
3.06	Provides employees, parents, and community appropriate access to the Superintendent.	Widely-regarded by employees, parents, and community as being open, responsive, and helpful.	Multiple means of access usually provide timely and effective responses.	Employees, parents, and community may call or e-mail, but sometimes with only limited success.	Widely-regarded as difficult to reach, slow to respond, and uncaring about concerns.	3

STANDARD 4. EXECUTIVE LEADERSHIP: The Superintendent applies executive, organizational, operational, and resource management skills to promote a culture of achievement and responsible stewardship.

4	EXECUTIVE LEADERSHIP	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	RATING
4.01	Monitors business practices to ensure efficiency and continuous improvement.	Prominent, continuous evaluation drives steady improvements.	Regular and effective checks are followed by improvements.	Occasional assessments of quality with follow-up for improvement.	No organized effort to assess quality or make improvements.	4
4.02	Promotes and supports technology to improve efficiency and quality.	Staff makes widespread, fluent, and frequent use of the right technology.	Fluent use of the right technology is steadily increasing.	Technology is used well by key staff but not yet widespread.	Technology use is largely limited to certain employees.	4
4.03	Ensures responsible stewardship of public funds and property.	Sustained high level of accuracy, timeliness, and transparency.	Occasional errors and audit findings are quickly and effectively corrected.	Errors and audit findings are increasing, with plans in place to improve.	Errors and audit findings are serious or persistent with little improvement.	3
4.04	Prioritizes safety and security of students, staff, and visitors.	Comprehensive use of best practices promote safety and security.	Best practices are widespread, or are being promptly put in place.	Best practices are known and shared, but not yet universally in place.	No systemic or fully-planned implementation of best practices.	4
4.05	Ensures legal compliance, ethical behavior, and professional practice.	Legal, ethical, and professional conduct of staff is exemplary.	Occasional legitimate concerns are promptly investigated and corrected.	Legitimate complaints are followed up, but processes may be slow.	Legitimate complaints are serious or persistent with little improvement.	3
4.06	Collaborates with employee associations to promote achievement.	Collaboration with employees is continuous and meaningful.	Collaboration with employees occurs regularly and effectively.	Collaboration with employees is limited and infrequent.	Collaboration with employees is ineffective and contentious.	4
4.07	Communicates goals and achievements inside and outside the District.	Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	Multiple and innovative means of timely, effective, and accurate internal and external communication.	Traditional means of timely, effective, and accurate internal and external communication.	Communications inside and outside the District are late, incomplete, or inaccurate.	3