

Board Member	Educational Leadership	Professional Leadership	Community Leadership	Executive Leadership
Mary Fischer	2.86	2.29	2.33	2.29
Melisa W. Giovannelli	1.29	1.14	1.00	1.29
Chris N. Patricca	4.00	3.71	4.00	4.00
Debbie Jordan	3.57	3.57	3.50	3.57
Gwynetta S. Gittens	2.29	1.43	2.17	1.71
Betsy Vaughn	1.71	1.14	1.67	1.43
Cathleen O'Daniel Morgan	3.57	3.43	3.50	3.57
Gregory K. Adkins	3.71	3.57	3.67	3.57

Board Member	Individual Overall Score	Individual Overall Rating
Mary Fischer	2.44	Needs Improvement
Melisa W. Giovannelli	1.18	Unsatisfactory
Chris N. Patricca	3.93	Highly Effective
Debbie Jordan	3.55	Highly Effective
Gwynetta S. Gittens	1.90	Needs Improvement
Betsy Vaughn	1.49	Unsatisfactory
Cathleen O'Daniel Morgan	3.52	Highly Effective
Gregory K. Adkins	3.63	Highly Effective

Board Member	Educational Leadership	Professional Leadership	Community Leadership	Executive Leadership
Mary Fischer	2.86	2.29	2.33	2.29
Melisa W. Giovannelli	1.29	1.14	1.00	1.29
Chris N. Patricca	4.00	3.71	4.00	4.00
Debbie Jordan	3.57	3.57	3.50	3.57
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Calculations			
Raw score	2.756	2.387	2.596
Subtract high score	4.000	3.710	4.000
Subtract low score	1.290	1.140	1.000
Adjusted total score	14.000	11.860	13.170
Adjusted mean score	2.800	2.372	2.634
Standard weight	0.25	0.25	0.25
Weighted subscore	0.70	0.59	0.66
Standard rating	Effective	Needs Improvement	Effective

Overall weighted overall score	2.580
Overall rating	Effective

Rating	NumCut	MaxCut	Interval
Unsatisfactory	1.000	1.749	0.749
Needs Improvement	1.750	2.499	0.749
Effective	2.500	3.249	0.749
Highly Effective	3.250	4.000	0.750



SUPERINTENDENT SELF-EVALUATION MARCH 2021

School Board of Lee County, Florida

Superintendent of Schools:	Gregory K. Adkins
School Board Member:	Select Board Member.

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	3.71	Click here to enter text.
Professional Leadership	3.57	Click here to enter text.
Community Leadership	3.67	Click here to enter text.
Executive Leadership	3.57	Click here to enter text.
Overall Evaluation	3.63	Click here to enter text.

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	4
1.04	4
1.05	4
1.06	4
1.07	3

Rating	3.71
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**Professional
Leadership**

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

Rating	3.57
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**Community
Leadership**

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

Rating	3.67
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**Executive
Leadership**

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

Rating	3.71
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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.	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.	4
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.	4
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.	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.	3
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.	4
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.	3

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.	4
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.	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.	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 SELF-EVALUATION MARCH, 2021

1.0 Educational Leadership		
1.01 Recruits, retains, and assigns effective district and school leaders		
Self Rating	Comments	Artifacts
4- Consistently bases employment decisions on job effectiveness	The way in which this District has responded to the challenges of the past year has made it clear that we have a dedicated, highly effective team in place. Our Chiefs, Cabinet members, and their staffs faced the immense task of pivoting to full time online learning in a matter of days. This required distributing Chromebooks to elementary students without access to one, providing hotspots to families and instructional staff who did not have internet access, and providing professional development to instructional staff around best practices for virtual learning. It also required finding ways to provide meals to our students while schools were closed. At the same time as staff worked to provide for immediate needs, they were planning for the challenges of reopening schools. During the spring and summer, information regarding COVID-19 changed rapidly, affecting recommendations around physical distancing, masking, and cleaning protocols. Our staff members met daily, analyzing the latest information and developing plans to meet the needs of our families and employees. Cross-divisional cooperation was essential as our staff made detailed plans to deliver instruction, provide technology, feed students, prepare buildings, and develop protocols to ensure a safe and healthy learning environment. Some examples of the work are described below. Academic Services	- Organizational Chart (FY20-21) - Grad Rate, FY15-FY20 - Meal Sites Community Flyer - Grab and Go Meals, Lee Virtual Addition - Lee Home Connect Grab and Go - Thank you, Walmart and Umansky



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	- Switched to full online learning for the last quarter of school - Provided summer school to over 15,000 students (215% increase over FY19) - Provided three learning options for fall (Face to Face, Lee Home Connect, Lee Virtual School) - Developed and delivered training to support instructional staff in all models - Organized a COVID hotline for staff and parents Human Resources - Worked with TALC and SPALC to develop MOUs related to COVID - Negotiated contracts with TALC and SPALC, which were overwhelmingly approved - Reviewed 285 requests for ADA accommodations (1096% increase over last year) - Worked to match teachers with needs of students in three instructional learning models - Developed training to meet support staff needs during shut down Business Services - Developed plan to provide pay to all employees during shut down - Provided 1,956,346 meals to students during shut down - Provided 223,048 meals to students in Lee Home Connect and Lee Virtual School District of Lee County as of 2.26.21 - Served a grand total of 6,761,170 meals as of 2.26.21 - Coordinated purchase and delivery of personal protective equipment (PPE) Operations - Developed cleaning protocols - Worked with Food & Nutrition Services to deliver meals during shutdown	
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SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	• Installed touchless bottle filling stations • Provided fogging service • Established a custodial substitute pool Information Services • Distributed over 54,800 Chromebooks to students during the shutdown • Distributed over 600 hot spots to students and staff during the shutdown • Worked with Health Services department to develop the COVID Incident Report system • Increased installation of Promethean boards while schools were closed Executive Services • Developed messaging to keep families and employees informed of latest information • Updated website with COVID-19 and Reopening Schools information • Facilitated the Reopening Schools Taskforce • Coordinated the broadcast of School Board and Reopening Task Force meetings • Monitored and responded to questions in the ReOpening Schools email box • Coordinated volunteer efforts • Provided legal review of COVID-19 policies At the school level, our principals worked to support their employees throughout the shutdown, and to prepare their schools for the reopening. They assisted with Chromebook distribution, worked with Food and Nutrition Services to ensure students had access to meals, and helped identify families in need of specific supports. Their leadership was crucial to maintaining positive relationships with our families and employees during this stressful time. The collaboration across our organization, from all divisions and schools, resulted in one of the smoothest	
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SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	instructional transitions, not just in the state, but across the country. Our Instructional Continuity Plan has been shared with several counties across the state, and last July was presented to all of the state of Idaho's superintendents and Department of Education staff. It has not been an easy year. We have monitored our progress and modified our processes along the way. However, the one thing that has become increasingly clear is that our leaders, from the District level to the school level, are getting the job done. Our graduation rate is the highest ever for our District. Our achievement gaps are closing. Our students are learning, and interventions are in place to assist those that have fallen behind due to pandemic restrictions. We are moving forward with expanding our Pre-Kindergarten options, building schools, expanding our technical colleges, providing support for our workforce, and defining our elementary proximity plan. I firmly believe that our team of leaders is the reason we have been able to meet the challenges of the past year. Their collaborative leadership style has positioned us to make even greater gains in the future, as we work to ensure each student reaches his or her highest potential.	
1.02 Aligns professional development to meet job needs of leaders and teachers		
Self Rating	Comments	Artifacts
3 – Professional development is mostly job-aligned for leaders and teachers.	When it became evident that schools would be closed for an extended period last spring, our Professional Development Department developed and provided a wide array of computer-based trainings to meet employee needs, many focused on our support staff employees. Over an eight-week period, 1900 support staff participated in trainings. Examples of topics include safety, mental health awareness, customer service, and quality tools.	• Lee Home Connect Instructional Plan • PeopleSoft ELM Course Availability



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

During the summer, New Teacher Orientation was presented virtually, with a combination of independent online trainings and trainer-led sessions via Zoom. This training was kicked off with a drive-through celebration involving our District leaders, and supported by the Foundation for Lee County Public Schools and Suncoast Credit Union.

Offering virtual options to students and meeting ADA requests for teachers meant that our instructional techniques had to change. Our Curriculum and Instructional Innovation (C&I) Department, as well as our Professional Development Department, quickly developed trainings to provide strategies to meet the challenges involved in virtual instruction.

In a matter of days, our C&I Department organized a Lee Home Connect (LHC) work group consisting of teachers and C&I staff. This group developed training around best practices for LHC teachers.

Professional development continues to be offered virtually, with all required school level trainings providing a Zoom option. Each month, our C&I Department hosts approximately 100 virtual trainings for content and instructional best practices. The number of participants per month are shown in the table below.

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.
3579*	883	1345	729	329	766	509

*Includes preschool training

Even teacher coaching has gone virtual, as our Peer Collaborative Teachers (PCTs) have utilized a video coaching tool.



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	Training opportunities continue to be available to our administrators, as well. All administrators are participating in the <i>Leading a High Reliability School</i> training, which is offered via Zoom and led by a Marzano consultant. Trainings required for Assistant Principals (APs) are now available online, on-demand, which has been a great asset for APs who are appointed after the beginning of the school year. Previously, trainings were held at set times during the year, so a newly appointed AP might have to wait a full year to take a specific training. They are now able to access the trainings as needed. Lean Six Sigma courses are also being offered virtually this year, via a live Zoom feed. We currently have participants enrolled for Yellow Belt, DMAIC (Define, Measure, Analyze, Improve, Control), Project Management, and Green Belt courses. Professional Development Notifications are emailed to all District personnel each Monday, listing currently available courses, as well as providing additional information on teacher certification requirements and inservice tracking. Personnel are able to search for and enroll in courses through PeopleSoft.	
1.03 Ensures best practices in curriculum, instruction, and assessment		
Self Rating	Comments	Artifacts
4 - Curriculum, instruction, and assessment are seamlessly aligned.	Our Curriculum and Instructional Innovation team researches best practice in the areas of instruction and assessment, develops curriculum maps and aligned professional development, and shares this information with school personnel through trainings, emails, and weekly updates.	• <i>EnVision 2030 Objective 1 Final</i> (PowerPoint) • Elementary Update • 6 to 8 Update • High School Friday Update



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	At the classroom level, progress monitoring occurs on a regular basis and results are used to plan instruction. Assessment tools, such as iReady, STAR, and ALEKS, provide teachers with individualized information on student progress toward mastering specific standards, so instruction can be individualized to meet each student's needs. At the District level, our team monitors progress, participates in quarterly data chats with principals, and refines curriculum and progress monitoring based upon an analysis of student needs.	
1.04 Cultivates commitment to District's educational vision, mission, values, and high academic goals		
Self Rating	Comments	Artifacts
4 - Leads by example with relentless focus on vision, mission, values, and high academic goals.	EnVision 2030, our District Strategic Plan, drives the work of the District. Even with the demands of the pandemic, our team has stayed focused on our strategic goals, particularly the BIG 5 Goals. Every Chiefs' meeting, Cabinet meeting, Principals' meeting, and presentation to staff or stakeholders contains references to our progress toward these goals. When schools shut down last March, our work focused on finding ways to meet our students' academic and social-emotional needs, which is our primary EnVision 2030 objective. We continue to focus on this each day.	• COVID-19: One Year Later (A Conversation w/ Dr. Adkins)
1.05 Curates and uses data to guide educational decision-making		
Self Rating	Comments	Artifacts
4 - Leaders and teachers consistently use data to narrow achievement gaps among	Student data is selected, collected, and analyzed to help us plan for improvement. Teachers and administrators examine the data to identify gaps in learning for each student, and between student subgroups.	• Strategic Plan Aligned Goals • FY21 Instructional Strategic Plans



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

student subgroups.	At the District level, we monitor progress quarterly, and this is reported through our Strategic Plan Aligned Goals shared folder. At the school level, principals work with their teams to develop Instructional Strategic Plans. Teachers use both formal and informal assessments to guide their instructional planning. Quarterly, our Academic Services team meets with each principal to review school level data and provide needed supports.	
1.06 Focuses District and school staff on educating the whole child		
Self Rating	Comments	Artifacts
4 - Comprehensive all-staff approach meets social, emotional, health, and welfare needs of students.	The past year has magnified the importance of achieving our strategic objective of meeting the academic and social-emotional needs of each child. Many of our families have faced economic hardships, others have had the stress of chronic illness and the fear of contracting COVID. Many students who have been unable to attend school in person have dealt with feelings of isolation and depression, while students who have been at our brick and mortar schools have encountered new safety protocols, a heightened awareness of COVID symptoms, and the impacts of quarantine. Regardless of the learning model chosen, the effects of pandemic related changes have presented both academic and mental health challenges. Our Student Services team has worked collaboratively with other departments to mitigate these challenges for our students, and to provide our teachers with strategies for success.	• <i>Student Services Supports for EnVision 2030</i> (PowerPoint)
1.07 Promotes effective parent and family engagement		
Self Rating	Comments	Artifacts
3 - Effective systems in place to inform parents of	Engaging families in their children's learning has been critical over the past year. Late last spring, as we realized that the first day of school would not look the same in 2020 as it had in previous years, we began	• Reopening Schools Survey • Parent University #2



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

student progress and encourage their support.	seeking parent input to help us develop options for instructional models. Examples of the strategies used to engage families in the reopening included: • Surveys to determine educational option preferences • Parent representatives on our K-12 Education Pandemic Taskforce • Individual contact from our ESE Department to the family of each ESE student prior to the opening of school in order to work directly with them to determine the best option for their child • A ReOpening Schools email address where families could ask questions and provide input The July K-12 Education Pandemic Taskforce meeting has been viewed over 18,000 times via our YouTube channel. Over 2000 emails were received and replied to through our ReOpening Schools email. Once schools reopened, our focus turned to finding safe ways for families to stay engaged with the District. Our virtual Parent University sessions provide information on a variety of topics parents have identified as being of interest. We continue to provide regular updates on our website, as do individual schools. Schools have worked with parents to provide virtual meetings and to develop protocols which allow parents to attend student performances. At the District level, we have had a virtual Reading Fair, and developed protocols to allow students to participate in Stemtastic and our Science and Inventors' Fairs. Over the past few months, our community has been invited to provide feedback on our Elementary Proximity Plan. Opportunities include live presentations, virtual presentations, interactive maps on our website, and an email address to provide input.	• 2021 Regional Inventors Fair
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SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

2.0 Professional Leadership		
2.01 Models professional, ethical, and respectful conduct		
Self Rating	Comments	Artifacts
4 - Exemplifies professional, ethical, and respectful conduct.	Collaboration with District staff, school level staff, and our Board members is essential to realizing our shared goals. I work each day to strengthen these relationships in order to provide the best education for our students. I respect and appreciate the work of our Board and our employees and strive to show that each day.	
2.02 Establishes and acts on current Board priorities		
Self Rating	Comments	Artifacts
4 - Constant, timely, and effective progress on priorities.	Progress toward our strategic plan goals is monitored regularly. Each division establishes department improvement plans with goals aligned to EnVision 2030. Key Performance Indicators (KPIs) are identified for each goal and monitored at least quarterly. Divisional staff provide updates at each Cabinet meeting, and data are entered into our Strategic Aligned Goals folder quarterly. Each division has presented updates to the Board through workshops, providing Board Members with the opportunity to learn about the detailed work taking place to achieve our goals.	EnVision 2030 Update, Oct. 2020 (PowerPoint)
2.03 Examines own practice for continuous improvement		
Self Rating	Comments	Artifacts
3 - Regularly sets, pursues, and meets key self-improvement goals.	This year has challenged me in ways that I have not experienced in my 34 years with the District. I have spent every day wondering how to meet these challenges in a way that will provide our students with the education they deserve and our employees with the workplace they deserve. In some ways, I know that our District has led the state, and even the country, in educating children in a time of pandemic. I worked directly with staff as we quickly developed resources for students and staff during the shutdown, and searched daily for ways to improve. I	



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	searched for options as we began planning for reopening, and learned many lessons along the way. As we plan for next year, I continue to read research on the effects of the pandemic on students, and work with staff to ensure that we are leaders in providing for student needs. In the area of providing students with the education they deserve, I know that I examine current practice in an effort to improve each day. My team and I prioritize students in every decision we make, and will not be satisfied until every student is successful. As difficult as this year has been for our students, it has been just as hard on our employees. They have been required to change their way of work, while dealing with the effects of the pandemic in their personal lives. These changes have affected all of our employees, at both the District and school level. Again, I have worked with staff to find ways minimize the pain points and to institute practices to improve working conditions. I consult with leaders of other districts to learn how they are dealing with these challenges, and work every day to increase workforce success.	
2.04 Leads and inspires change, innovation, and improvement		
Self Rating	Comments	Artifacts
4 - Continuous, effective change and innovation with positive results.	One of the benefits of the challenges of the past year has been the innovative approach taken by our team to meet the needs of our students and employees. Faced with a difficult task and a tight timeline, our leaders developed a reopening plan that allowed our families to choose an option that best fit their needs. As the year has progressed, our team has continued to provide innovative ways to help students learn. Examples include the <i>Live Investigations</i> Science program that is available to our students, the <i>Connect with Lee</i> evening tutoring program, and the introduction of our	• School District of Lee County Innovative Reopening Plan 8.20.20 • The Young Five Program • Parent Communication, Connect with Lee • LIVE Investigations



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	Young Five Program to provide extra support to students prior to entering Kindergarten.	
2.05 Identifies and mentors emerging leaders for executive roles		
Self Rating	Comments	Artifacts
3 - Regular mentoring and preparation of executive leaders.	Mentoring of employees takes place at all levels of our organization, beginning when teachers are first placed in a school and receive an APPLES mentor. At the District level, we work to identify highly talented staff and encourage them to participate in experiences that will help them gain a broader perspective of our District. Each Chief works with their department directors, coaching them and providing leadership opportunities. I meet with our Chiefs as a group, and separately one to one. During these meetings we discuss the subtleties of the complex problems our District faces and problem solve together. I provide opportunities for them to see the many facets of this job and encourage them to work with their colleagues across divisions in order to broaden their understanding of issues across the organization.	
2.06 Forges consensus and drives solutions on complex issues		
Self Rating	Comments	Artifacts
4- Continuous success in achieving and acting on consensus.	Consensus building is a critical component to achieving our goals. No matter how beneficial an initiative may potentially be, it will fail if not supported by stakeholders. Last summer, my focus was on building consensus around the instructional models that would be offered in the fall, and the health and safety protocols that would be put in place. Although there continue to be some complaints, mainly around our mask requirement,	• K-12 Education Pandemic Taskforce Meeting, July 7, 2020 • Proximity Based Student Assignment Plan



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	overall, we have been successful in providing families with options to meet their needs. As we move forward, the next major challenge will be to build consensus around our Elementary Proximity Plan. Currently, teams are considering stakeholder input as they develop options around key policy pieces, such as grandfathering. Once these pieces are in place, we will share the plan with our community and work to gain agreement around this important initiative.	
2.07 Maintains collaborative relationship with Board Members		
Self Rating	Comments	Artifacts
3 - Regularly informs and collaborates with Board Members.	I have worked to improve this through one to one Board Member meetings, weekly Board updates, the Agenda Review process, briefings, and workshops. I will continue to work to strengthen these relationships in order help our governance team lead our District toward achievement of our goals.	Board Update, 3.5.2021
3.0 Community Leadership		
3.01 Engages stakeholders in implementation of strategic plan		
Self Rating	Comments	Artifacts
4 - Leads community coalition in effective support of strategic plan.	EnVision 2030 continues to drive the work of our District. I am focused on engaging our community in this work, specifically on our BIG 5 Goals, as detailed below. <u>Expanded Learning Opportunities</u>: We are collaborating with the YMCA and Big Brothers Big Sisters to provide our students with summer and after-school learning and enrichment opportunities. <u>Pre-Kindergarten</u>: Elementary schools are working with their area child care providers to build an understanding of skills needed for a successful kindergarten experience. Our District is committed to adding Pre-K classrooms to our schools in order to better meet the needs of our community.	- Career Advisory Board Membership - Grow Your Own Scholarships 2021 - James Stephens PreK Media Tour



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	<u>College & Career Readiness:</u> All of our high schools now have Career Advisory Boards providing input and support to our technical courses. We are reaching out to local businesses to determine their needs as we plan our expansions of Cape Coral and Fort Myers Technical Colleges. <u>Workforce Success:</u> Suncoast Credit Union is an important partner in our New Teacher Orientation and other teacher support initiatives. <u>Proximity:</u> We continue to provide presentations to our community and Board Advisory Committees as we refine our Elementary Proximity Plan. I have been able to participate in a number of community events this year, and our State of the Schools event, which showcases the work driven by our strategic plan, will take place in May.	
3.02 Embraces diversity of community and seeks multiple perspectives		
Self Rating	Comments	Artifacts
4 - Continuous, effective, and inclusive seeking of diverse viewpoints.	I appreciate the diversity of our community and our schools, and work to seek feedback from all groups. One of the ways I sought input this year was through our Reopening Schools Task Force Committee. Membership of this committee included representatives from our students, parents, employees, business partners, and community. As we worked to develop instructional models and plan for anticipated numbers of students in each model, we deployed surveys to our families, asking for their opinions on a variety of safety protocols. The health precautions put in place this year have curtailed in-person meetings. However, I have met virtually with community groups, including the East Lee	• Reopening Schools Task Force Committee Membership • School Reintroduction Family Feedback survey questions



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	County Educational Partnership, and continue to attend Rotary Club meetings, meet quarterly with our Board Advisory Committee Chairs, and reach out to community leaders for their perspective on educational issues.	
3.03 Maintains appropriate visibility and accessibility to stakeholders		
Self Rating	Comments	Artifacts
4 - Collaboratively engaged in strategically-selected community events.	The health and safety protocols of the past year have limited personal interactions. However, I have continued to stay involved with stakeholders by attending in-person events when possible, or participating virtually when in-person is not an option. Examples of events in which I have participated include the annual Dr. Martin Luther King, Jr. Unity breakfast, the Golden Apple Finalist Reception, the Take Stock in Children Strides for Education event, and an ABC-7 roundtable discussion on the Imagine Solutions conference.	Dr. Adkins' Community Events FY21
3.04 Communicates a positive, open, and accurate view of the District		
Self Rating	Comments	Artifacts
4 - Comprehensive, timely, accurate, and positive communication plan.	Clear, accurate communication has been more important than ever this year, for our families and our employees. As we were planning for schools to reopen last fall, national, state, and local health and safety protocols often changed daily. Our team worked to communicate these changes, and their effects on our reopening plans, through our website, School Messenger, social media platforms, and press releases. We provided families with descriptions of our learning models, and worked with our Information Systems Division to develop enrollment forms. When the Commissioner's Executive Order required us to request virtual students return to the classroom if they were struggling academically, we communicated directly	- NFMAA Teacher Wins 2020 FAAE Leadership Award - State of the Schools Address - School Resource Center



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	with thousands of families, by email and by phone, to transition students as quickly and seamlessly as possible. Accurate information has been essential for our employees, as well. Prior to reopening schools, our Human Resources Division worked to provide employees with clear, up to date information regarding work options, including details around requesting accommodations through the Americans with Disabilities Act and information around the Families First Coronavirus Response Act (FFCRA). Facebook Live events were held prior to the reopening of school to provide families and employees with the opportunity to ask questions. Post-reopening, our Communications Department has done an outstanding job providing information to all stakeholders. Updates to our protocols are posted online, School Messenger is used to alert families when a positive COVID-19 case has been identified at their school or work site, and multiple videos have been posted to our YouTube channel, highlighting the work of the District.	
3.05 Promotes community awareness and advocacy for educational issues		
Self Rating	Comments	Artifacts
4 - Consistently gathers support and influences public debate.	The engagement and support of our community is essential to providing our students a world class education. Although the pandemic has limited the number of personal community appearances I have been able to make, I endeavor to keep our community informed about the work of our District. I was honored to be chosen as a Lee Pitts Person of the Year 2020. The inscription on the award reads, <i>For your 21st Century leadership style as superintendent of the Lee County School District. This style has allowed you to</i>	Lee Pitts Persons of the Year Awards



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	<i>improve the overall education of students in our district and to recognize the importance of diversity in this process. You have done an exemplary job in implementing strategies throughout the district to help keep students and staff safe during COVID-19 while keeping a clear focus on education in this unique time. This recognition reflects not just on me, but on the work and dedication of our District and school employees, who make it all happen.</i>	
3.06 Provides employees, parents, and community appropriate access to the Superintendent		
Self Rating	Comments	Artifacts
3 – Multiple means of access usually provide timely and effective responses	As with any large organization, it is important to have processes in place that provide stakeholders with the opportunity to have appropriate access to staff, including the Superintendent. Often, concerns and questions brought forward through email, phone calls, or public comment can best be answered by staff. For example, most parent concerns can be answered by our Constituent Services Department, while questions related to curriculum content are routed to our Curriculum and Instructional Innovation Department. If questions or concerns cannot be adequately addressed at the department level, they are forwarded to the respective Chief, and if necessary, brought to me for resolution. In order to forge strong relationships within our community, I often meet with our business partners and other leaders. Sometimes these are formal meetings, such as the Horizon Council; other meetings are informal, such as lunch with the Mayor of Fort Myers to discuss our mutual interest in bettering our community.	
4.0 Executive Leadership		
4.01 Monitors business practices to ensure efficiency and continuous improvement		
Self Rating	Comments	Artifacts
3 – Regular and effective checks are followed by improvements	Objective 5 of EnVision 2030 is focused on increasing operational efficiency and effectiveness. Each of our divisions has identified key work processes and has set standards around these processes. If metrics are not	• Annual Financial Reports (Audits) • EnVision 2030, Objective 5



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	within the set standard, corrective action plans are put in place. In addition, internal and external audits are conducted annually, and results are posted on our District website. Audits conducted during the past year include: • School Board Auditor reviews of Construction Procurement Services Operations - Report pending • School Board Auditor Procurement Services Operations – Report pending • Financial Audit – No findings • Desk Audits of Specific Grants, per DOE request – No findings All divisions have processes in place to ensure compliance with all applicable rules, regulations, statutes, and policies.	
4.02 Promotes and supports technology to improve efficiency and quality		
Self Rating	Comments	Artifacts
4-Staff makes widespread, fluent, and frequent use of the right technology	The most visible impact of technology this year has been the distribution of Chromebooks and hot spots in order to provide our students with the ability to access virtual learning during the shutdown, and for our Lee Home Connect and Lee Virtual School models. When our Governor ordered schools to remain closed after spring break 2020, our team put together a plan to provide every student household with a Chromebook, and distributed close to 20,000 in three days! Although there have been inevitable glitches along the way, this technology has allowed us to continue educating students who are unable to attend school for face to face instruction. Our team provided hardware and internet access to over 34,600 Lee Home Connect	• Chromebook Distribution Plan Flow Chart • Elementary Chromebook School-based Prep Document



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	and over 6,400 Lee Virtual students at the beginning of this school year. Currently, we are providing these tools to over 13,000 Lee Home Connect students, and over 2,500 Lee Virtual School students. Along with our students, our employees, parents, partners, and community members utilized Zoom sessions to learn, discuss, and plan as we prepared to reopen schools. In addition, our Board meetings and our Board Advisory Committee (BAC) meetings were held virtually. Many of our BACs experienced a higher attendance rate through the virtual model than in-person meetings ever provided. This use of technology allowed us to continue to gather essential feedback from stakeholders and proceed with vital District functions in a safe and secure manner. Other efforts in the area of technology have improved our efficiency and effectiveness across divisions. Examples include: • Restyled website with employee portal • Online payments for community • Increased electronic payments to vendors • Online transactions for new business • Employee access to self-service through PeopleSoft • Electronic Personnel Action Form (PAF) • Implementation of Laser Fiche in payroll • Increased installation of Promethean Boards in classrooms • Focus SIS Migration project • Survey Monkey to deploy surveys and collect data • Virtual recruitment fairs • Online document submissions for new employees • Online orientation for new employees	
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SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	- Redesigned PeopleSoft Benefits Enrollment process - Electronic Salary Reduction Agreements for new/revisions to 403b & 457 accounts - Wellness portal - Online wellness courses	
4.03 Ensures responsible stewardship of public funds and property		
Self Rating	Comments	Artifacts
3 - Occasional errors and audit findings are quickly and effectively corrected.	Any errors or audit findings are immediately reviewed by staff and corrected as soon as possible. For example, all findings from our last operational audit (FY19) have been resolved or corrected.	Five year review of internal audit findings 01.04.21 Excellence in Financial Reporting - Certificate of Audit Excellence
4.04 Prioritizes safety and security of students, staff, and visitors		
Self Rating	Comments	Artifacts
4 - Comprehensive use of best practices promote safety and security.	The safety of our schools has taken a new focus this year. While we continue to have at least one SRO in every school and have processes in place to meet the requirements of the Marjorie Stoneman Douglas High School Public Safety Commission report, the pandemic has turned our attention to health protocols. Our team has worked relentlessly to ensure that our buildings are safe, healthy environments in which to work and learn. Last spring, we formed an internal Pandemic Team to handle the myriad of tasks related to planning for a safe reopening. This team, consisting of our Chiefs, our Coordinator of Health Services, our Director of Communication and our Director of Continuous Improvement, met daily to review safety protocols, discuss updates from the Department of Health (DOH) and the Florida Department of Education,	- COVID-19 Situational Update, 3.11.2021 - COVID Tests News Conference - Hotline Training - Staff Requirements Regarding Face Coverings - Student Requirements Regarding Face Coverings - LCSD Workforce Plan Effective March 23, 2020



SUPERINTENDENT SELF-EVALUATION MARCH, 2021

	provide feedback on processes, and plan for communications to our employees, families, and other stakeholders. Examples of the work of this team include: • Developing guidelines for reopening • Vetting the shutdown Workforce Plan • Establishing the COVID hotline • Designing the COVID Incident Report (CIR) form • Providing a weekly COVID-19 Situational Update • Monitoring the ReOpening Schools and COVID Help email addresses • Coordinating volunteer and donation efforts related to reopening • Vetting District and school-based processes (fogging, cafeteria, performances, sports, prom, etc.) • Coordination of COVID testing at schools Members of this team now meet three days per week and continue to have weekly calls with representatives from our local DOH and local health care providers. Guidelines are updated as new information becomes available, and stakeholders are notified of changes through our website, social media and school notifications. Working with our local health care providers, we have been able to offer rapid COVID-19 tests at our schools to employees and students who exhibit COVID-19 symptoms. We have been very excited to work with the DOH to provide COVID vaccinations for our employees. To date, we have scheduled vaccinations for approximately 3000 employees who fall under the guidelines of the Governor's Executive Order.	• School Reopening Procedures 20-21 Final • SDLC-38227 Reopening Toolkit • Lee Schools COVID Performances – Semester 2 • COVID School Reintroduction webpage • COVID-19 Reporting and Notification Procedures webpage
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SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

4.05 Ensures legal compliance, ethical behavior, and professional practice		
Self Rating	Comments	Artifacts
4 - Legal, ethical, and professional conduct of staff is exemplary.	Legal, ethical, professional behavior is expected for all employees. A measure we use as a benchmark is investigations of misconduct per 1000 employees, which is tracked through ActPoint KPI. Our goal is to be ranked in the top three districts of similar size. In 2017-18, we were ranked third in that group. For 2018-19, the most current data available, we have moved to a ranking of second. A number of protocols are in place to promote and ensure ethical behavior. For example, our legal department reviews all contracts, agreements, and Memoranda of Understanding for compliance. All new employees receive onboarding which includes a review of legal, ethical, and professional expectations. All new teachers are automatically enrolled in two courses, <i>Principles of Professional Conduct for the Educational Professional in Florida</i>, and <i>Protecting Florida's Children</i>.	ActPoint KPI Misconduct Investigations per 1000 Employees
4.06 Collaborates with employee associations to promote achievement		
Self Rating	Comments	Artifacts
4 - Collaboration with employees is continuous and meaningful.	Our collaborative relationship with our employee associations has been a major factor in our ability to reopen schools successfully. Throughout the shutdown we maintained open lines of communication with TALC and SPALC, resulting in MOUs that were hailed around the state as model agreements. Regular updates, in the form of joint communications, kept employees informed and contributed to overwhelming support for the TALC and SPALC contracts that were negotiated this year. I am proud that we were able to provide substantial wage increases to our employees in this time of need. Each year, we celebrate our employees by choosing a Teacher of the Year, and a Support Staff Person of the	- FY21 SPALC Covid MOU (Amendment), 1.15.21 - FY21 TALC Covid MOU (Amendment) 1.15.21 - Joint Communication 1 (Covid-19) 3.16.20 - Joint Communication



SUPERINTENDENT SELF-EVALUATION

MARCH, 2021

	Year. The selection committee includes representatives from both associations. I meet monthly with the association leadership and am committed to maintaining these strong relationships with our employee groups.	(Summary-Recap1) (Covid-19) 3.31.20 • Teacher of the Year 12.15.20 • Support Person of the Year 2021 • Principal and AP of the Year 2020 • Email – Thank You, A Teacher Thanks Dr. Adkins
4.07 Communicates goals and achievements inside and outside the District		
Self Rating	Comments	Artifacts
4 - Comprehensive, innovative efforts to communicate a timely, accurate, and positive view of District to all stakeholders.	I am proud of the work of this District and showcase it at every opportunity. Our website is frequently updated to provide the public with information on our strategic plan, processes, and pertinent information on events such as Board and Board Advisory Committee meetings. Our YouTube channel provides the public with a variety of information, from meetings to District Wins, to interviews with staff. We utilize press releases to provide the media with information, and maintain a presence on multiple social media sites, such as Facebook, Twitter, LinkedIn, and Instagram.	• Positive Headlines • Partners in Health Facebook Live • San Carlos Burlington Grant • Teacher Assist Grant Winners • Gulf Middle AP Wins American Heart Challenge Award • National Merit Semi Finalists 2021 • PBIS Model Schools • Rapid Credential Scholarships



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	2.86	Efforts to increase and enhance communication are appreciated! Look to provide opportunity for communication with district and school staff to collaborate on priorities. Please identify issues of concern with district staff and school administrators, and plan for remediation. Increased school staff focus on the whole child, along with improved support opportunity for SEL and tiered interventions through Mental Health plan. We have seen considerable academic improvement in our district but still struggle with achievement gap. Continued need to review leadership positions for qualifications, experience and ethics. All schools need to be participating in implementing policy.

Standard	Rating	Comments
Professional Leadership	2.29	Your increased visibility at schools, in community and collaboration with business stakeholders has gained public approval. Need to notify board of initiatives and succession planning status. Communication with board must be factual and accurate. Accurate, consistent, equitable communication to all staff members district wide is critical and necessary. Please hold school leaders accountable for treatment and support of staff. District initiatives must be implemented at all schools, not left to individual school leadership.
Community Leadership	2.33	Thank you for all efforts in leading the district at a challenging time! Incredible response for continued academic delivery during COVID Emergency. Working with the board is critical as the link between schools, parents and the community. We are empowered to listen to concerns, initiate conversations and collaborate in identifying ways for continuous improvement. Access to Superintendent is difficult for staff and stakeholders.
Executive Leadership	2.29	Several key positions are vacant and have gone unfilled. Work is not being done, staff indicates lack of support, connection or involvement from Superintendent. Staff morale is not acceptable. Decision making and follow through have not been evident. 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	2.44	There is a need for the Governance Team move forward, and to come together as a team, in order to do the work that is necessary to maintain this district of schools and departments. This administration has not managed to support following a collaborative approach in working with the board in order to focus on student achievement and safety and security of or students and staff. There is need for better communication with board members and stakeholders. Responsibility for treatment of staff members is sometimes inequitable.

Mary Fischer

Board Member Signature: _____ Date: 04/19/21

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	3
1.03	3
1.04	3
1.05	3
1.06	3
1.07	3

Rating	2.86
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Professional Leadership

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

Rating	2.29
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Community Leadership

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

Rating	2.33
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Executive Leadership

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

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.	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.	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.	2
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.	3
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.	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.	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.	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.	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.	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:	Melisa W. Giovannelli, District 2

How to Use This Form

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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>
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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
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I understand with the Pandemic it has been a challenging year, yet we are mandated to educate students. The Superintendent's leadership style has not really changed over the past four years since I have been elected to the Board. His leadership style lacks organizational effectiveness that is reactive rather than proactive.

The Superintendent's record of retaining staff is questionable. Especially those that he works closely with, which is consistent with organizational ineffectiveness. The Superintendent has exhibited on numerous occasions his inability to listen to staff recommendations even when the data is clear. This is problematic and it results in fear of retaliation from him. Leading by fear and intimidation is problematic that result in spreading throughout the District that is devastating and inappropriate. Lee County continues to experience a high turnover in executive staff as well as school staff and support positions. The lack of knowledge has results in the inability to select individuals in appropriate roles which negatively impacts student achievement and organizational effectiveness. Examples: Director of Procurement, Director of Maintenance; two attorneys, Internal Auditor, 3 Employees from Facility Planning & Development, 2 employees in Finance Dept

Taking ownership for the District's deficiency has proven to be another struggle. Especially when colleagues are operating under of fear of retaliation if different from those who are considered as your ambassadors.

Professional development for all staff is lacking and should concentrate on those areas previously; i.e., organizational effectiveness, administrator accountability, the ability to listen effectively and the selection of the right person. Which is not a one size fitting all strategy.

Investigations, Lighthouse Hotline and Due Process is not being followed in HR Department with regards to some parents, some employees and some students. Which results in an inequitable process. Investigations take too long with no resolution which question the Due Process are in question. This is unacceptable. Example: Director of Maintenance, FMHS, Harnes Marsh, LAMPS, Transportation, Booster Clubs, Student retaliations all directed by the current HR Director which you continued to support without any accountability and fairness.

There are numerous issues with the curriculum and time spent in the classroom for our students. The extended instructional time that is needed as per the data should have been implemented this 21-22 school year, and still no movement even when the DOE gave the directive which is a State violation. The question is asked why should we follow the rules and directives from school and district administrators when the district fails to follow the directives from the DOE. Which impacts student achievement with a fair and equitable process and still there is no movement from regarding DOE.

Teachers and staff are not used efficiently which impacts their effectiveness in classroom, schools and at the district office. The Superintendent has made minimal to engage with students or the community. Teachers are struggling with grading during the pandemic with little to no instruction that impacts student achievement in different populations in district. One question was asked during a board meeting who is being negatively impacted the most as it relates to learning outcomes. A question that was not answered then nor has it been answered to date.

The Superintendent misses' opportunities to converse with students and parents and holds himself above reproach.

Positions were created when there was no need and knowing the impact of budget cuts which were right around the corner. For an example that one salaried position could pay three teachers where there is an immediate shortage and that example is the Security & Safety Director.

An item that has hovered over the Superintendent's head for as long as he has been Superintendent and my experience as a board member the past four years is his struggle and inability to hire individuals with special talents to attract and recruit qualified minorities for employment within the district. That is matched with the right person in leadership to retain these applicants when hired. Which is a process that has not been engaged or implemented for years. Which is why you do not see any results.

Recently posted on social media personnel salaries from public records request resulted the loss of employees due to the inequitable salary ranges. I have had conversations with many employees regarding their friend or neighbor was making more money but had been in the district less time that did not experiences and qualifications.

The District continues to violate the NAACP Agreement which is one of the reasons why they continue to file the file suit, again. Which can be traced in a number of lawsuits and depositions. Which also contributes to the inequitable positions that HR is receiving from the HR executive director to HR investigators that should be providing equity across the board rather than one person making the decision.

Lee County led the Nation with our schools open for both distance learning and classroom school learning. This was unchartered territory. However, this was plan B for Lee County until DOE required to have the option for students to attend in school five days a week. Teachers and Staff should be commended for shifting gears very last minute.

Although we are consistently reminded that we are experiencing a global pandemic it should be noted that you chose to start late and refused to take charge. As an example, we were the last district in Florida to submit

Standard	Rating	Comments
		our plan to DOE, even requesting an extension. Even after requesting and receiving an extension your inability to command and lead left the district in a scramble for supplies and for implementing plans on a last-minute relay race ineffective. These examples also exhibited poor leadership and the inability to take charge and be responsible. Which has been noted previously that is a struggle for you. The Superintendent should be versed and should have learned from the costly mistakes of Irma, that he did not benefit from. History repeats itself by allowing a department head to make decisions without being physically present during the pandemic. Even when the subordinate's supervisor, COO documented his displeasure with the Director of Maintenance and yet there was no accountability or action from the Superintendent to hold maintenance staff accountable. This again exhibits the lack of guidance and authority the Superintendent failed to have that resulted in organization ineffectiveness. Our schools have inequities in numerous capacities which you have failed to address. Example: East zone verses South Zone schools. The strategy of having teachers teach in the classroom and be required to teach Home Connect was and still is a disaster, which has negatively impacted a population in our community that is referred to as the socially disadvantaged population. Which lacked cohesiveness and support that added additional stress on students, teachers and staff already stressful pandemic situation.

You consistently have difficulty displaying a professional conduct. Not only have you interrupted me as a board member many times you continually interrupt certain Board Members when they question you or when you just don't like what they are saying. You make excuses as I stated earlier you continue to no ownership on decisions you are responsible for. This action is inappropriate and does not illustrate the qualities of a superintendent. You have continued to display the inability to be constructive in responding to some board members because you take it personally. The questions and concerns that are asked are because you have failed to provide the necessary and clear explanations to begin with to this board member and others as displayed at the board table.

Integrity and honesty are principals that should be practiced and observed which is a quality that has been absent during your tenure Superintendent as it relates to investigations and complaints against board members

Another situation should be noted that there was a briefing regarding legal department duties and responsibilities and our Board Attorney evaluation process. At this particular time, you left the briefing without any explanation which allowed the opportunity for the staff attorney to make derogatory and disparaging remarks that were directed to our Board Attorney that which he does not have the authority to supervise. Which is another example of organizational ineffectiveness. That was unprofessional and out of line. These above actions are clearly not ethical or legal as per statute.

You were clearly advised during your evaluation last year and given a directive by this Board Member regarding the Public Records deficiencies that had been documented to address and rectify this important issue in a timely manner. However, the record will reflect your decision to make any improvement and address this important issue went on deaf ears. That ultimately resulted in a Sunshine Violation which cost the District over \$80,000 dollars plus. Which could have been used in the classroom considering the times of the Pandemic that we are currently still dealing with in the area of materials and supplies. This continues to be a result of the failure of the Superintendent to supervise on all levels that could have been prevented by following the letter of the law, and directive of one of your immediate Supervisors.

Your communication to board members is selective and limited to certain board members. Some board members receive more information than others. It is apparent in meetings and with the agenda review process there are only three board members that utilize that process and ask questions as others seem to already know all the answers. You clearly stated in your own words in a recent deposition that you gave "**Again relationships evolve And superintendent evaluations in my opinion, have very little to do with superintendent performance sometimes as a lot of times they have their responses to a constituency. And**

Standard	Rating	Comments
		<i>“so I also at his point in my career don’t put a lot of credence in--in evaluations at this level.”</i> This is evidence of your disrespect of board members who disagree with your motives and the actions that support your motives. Another example of organizational ineffectiveness which has created a hostile school board environment. You seem to favor those very board members over others with selective power, authority and information. This statement just confirms your true value of this Board. This has cultivated a hostile board environment for several board members. Not to mention these relationships with certain board members has cultivated a very hostile environment which silences constituents because you do not like their district’s board member representative. Example: Abandoning Block Ln and moving to Three Oaks Pkwy because the Village of Estero was promised a park and they failed to deliver on their agreement to purchase the additional land for the park on Block Ln. One of the processes through the Pandemic that has been improved is the weekly updates from Chief of Staff. Superintendent should not utilize staff during board action meetings. It violates Robert’s Rules of Order and staff is not part of the action meeting. Superintendent should be prepared for Action Meetings and able to explain additional questions board members may have considering it is his recommendations.

Standard	Rating	Comments
Community Leadership	1.00	3.01-3.06 Pandemic has made it very challenging for any initiatives. However, a good leader thinks out of the box. As a district we continue to struggle with recruiting minority vendors. I have not seen a plan in place to increase this disparity. I know that procurement was working on something but they lost their director who was a minority and also made claims of inequities. You have failed to mention your plan to correct this disparity. Example: NAACP Agreement You continue to not address issues of no follow-up with stakeholders. I receive second emails with a request that was not addressed. You need to have a better follow up system in place so that resolution is timely. You need to be proactive when focusing on public and community input. You need to be more approachable to all stakeholders. Just take that proactive attitude would go far. If you would just give a little time to stakeholders you would resolve most issues before they escalate. Showing you care goes a long way it might just be the action that is needed. Many forms were not returned due to the fact that they were sent digitally and unaware. The LGBTQ that has been presented in the Code of Conduct is a clear human rights violation and was not inclusive of input from all stakeholders and it did not provide the opportunity for others with different life styles to express their views and their opinions. This is clear a one-sided viewpoint. Can someone explain to me why? As a Board Member, I took an oath insure the rights of All. As guaranteed by the pledge of the allegiance and the Constitution of the United States of America. Failure to do so is not fulfilling my obligation in guaranteeing those rights for all.

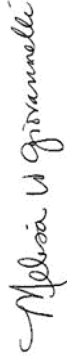
Standard	Rating	Comments
Executive Leadership	1.29	4.01-4.07

The data regarding the Guardian Program is increasing. There are now 44 districts out of 67 counties that are taking advantage of the savings of either the Guardian Program or a Hybrid model. Sheriff Marcino was in favor of a blended program to enhance the SRO Program. I believe this is a missed opportunity. I have had several charter schools that has requested for us to implement the Guardian Program as they would like to utilize a Guardian. This is just another level of security for our students.

You should be proactive instead of reactive in the planning and governance of the School District. Data in growth should be the driving factor when making any decisions on construction of new schools. Best Practices should also be utilized when determining property for new schools as well as a site selection committee. The new middle school in the East zone was not a well thought out plan, due to now having to add on a building. This addition to a brand-new school is poor planning and supervision.

The District should strive for less litigation and more mediation. The District should to take ownership of deficiencies and learn from those mistakes. Being transparent District will gain more respect and trust from the employees, community, parents and students.

Overall Evaluation	1.18	I have lost all confidence in the Superintendent Adkins ability to perform in an equitable manner that is inclusive of all stakeholders. I will not be recommending his contract to be renewed at this time. Which is supported by my many constituents. In addition, I will be pursuing the opportunity for a resolution for an Elected Superintendent to be approved by all Board Members.
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Board Member Signature:  Date: 04/19/21

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	1
1.04	1
1.05	1
1.06	2
1.07	1

Rating	1.29
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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	2
2.07	1

Rating	1.14
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Community Leadership

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

Rating	1.00
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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	1
4.07	1

Rating	1.29
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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.	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.	1
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.	1
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.	1
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.	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.	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.	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	1
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.	1
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.	1
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.	1

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.	1
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:

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:

Scale		Standard Weighting
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	2.29	Click here to enter text.
Professional Leadership	1.43	Click here to enter text.
Community Leadership	2.17	Click here to enter text.
Executive Leadership	1.71	Click here to enter text.
Overall Evaluation	1.90	Click here to enter text.

Board Member Signature: _____

Date: 4/19/2021

Superintendent Signature: _____

Date: _____

Superintendent Evaluation V17b

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	2
1.06	2
1.07	2

Rating	2.29
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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	1

Rating	1.43
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Community Leadership

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

Rating	2.17
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Executive Leadership

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

Rating	1.71
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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.	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.	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.	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.	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.	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.	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.	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 Comments

Gittens – For 2020

1.02 - Teacher professional development has become more effective, however valuable professional development for leadership should be improved. What does “Not Ready actually mean?” Where are the preparation plans for school-based leadership; i.e. Professional development and timelines? How are we preparing our new leaders?

1.04 The addition of Digital Learning, Lee Home Connect, Lee Virtual and the Reopening task force are examples of a continued lack of community involvement at the early stages of planning. Initially, all districts were not represented and most members were “community” members that have been used for many previous projects. Communication of the Learning Models could be improved by consideration of reading level and method of communication to include all demographics characteristics.

1.05 - Covid-19, withstanding, the data should show if there is an actual shift in the achievement gap among subgroups.

1.06 Our district health and mental health teams have provided exceptional support for students and staff, during the critical Covid-19 times. I would like to see more focused support and resources for their efforts in this time of mental health crisis.

1.07 While we appreciate the continuous District participation in the East Lee Coop, this is an area that needs growth. There is a lack of, community and parent involvement, before projects are well underway. Examples of this lack are: Site Selection committees, VPAA Town Hall had an overwhelming staff presence, Lee Home Connect and Lee Virtual students. There is a continued need to communicate in new and different ways to a changing demographic of parents and community. Graduation, the Reopening committee, the proximity committee, and the Innovation School are other examples of lack of inclusion of all stakeholders in “early design stages”.

2.01 – The Superintendent and his staff continue to perpetuate A “Stay in your lane culture”. The Superintendent and staff perpetuate and allow disrespect of some board members. Lack of follow through with his staff regarding repeatedly reported issues by board members. “Ad Nauseum” is an example of a response to a board member in public meeting as a result of a request for pertinent information.

2.02 District staff continues to produce a high yield of work, however, requests from some board members are never handled in a timely manner to meet deadlines. This may be due to either a lack of leadership or leadership instruction.

2.03 - While you have attempted better personal communication and school visitations; the depth, consistency, and timing of these actions need improvement. As a board member I am not privy to the superintendents schedule (calendar) or improvement plan. I am never made aware of or asked to participate in important events such as community speeches and meetings, (e.g. HUD) until after the fact. I would like to support some of these efforts in the community.

2.04 While there was leadership during the times of Covid-19 the results were mixed. East Lee Co-Operative was a move in the right direction; however, the communication and follow-through of suggestions/requests are areas that need improvement.

2.05 Hiring practices for executive directors or district leaders that do not have a background or experience for the positions. Hiring staff that are trained OJT by existing more qualified employees.

2.06 It seems there only four people on the board. Is true consensus four or seven? Consensus means listening, inclusion, and follow-up with all.

2.07 - As a board member for 2.5 years some board members are not aware of what is happening in the district we govern. Too many issues are reactive to some and lead by others. As the leader, the superintendent is not running a cohesive, communicative, inclusive district.

3.01 - There is little or no community engagement, e.g. lack of Site Selection committees in all zones. MM and VPAA and the Innovation School are a prime examples; community support should not be an afterthought. Building schools, purchasing land, etc., etc. without not only community but also significant board involvement. The "Capital Committee"(?) ... Makes most of the decisions. The board should be at least involved before decisions are made.

3.02 I feel that we only scratch the surface in this area. We need increased emphasis for the needs and equity of all students and staff, as evidenced in the lack of significant movement in the achievement gap over time.

3.03 The superintendent's availability for the East Lee Coop, schools, and community has been noticed.

3.04 Communication throughout COVID to the community was good, however, we are not communicating openly, timely, and effectively to all stakeholders on all issues.

3.05 Thorough and concise communication to the public should be done in a more timely and inclusive manner, not after the fact to avoid misconceptions. Many issues facing the district could have been avoided with the use of more transparency and community engagement.

4.01 The superintendent must be aware and in control of all major decisions regarding the district.

4.02 The superintendent must acknowledge the need to dispatch technology to all stakeholders in a timely manner. We can better prioritize who, what and when projects are done, e.g. Promethean Boards, Hot Spots, and Chrome Books, water fountains). We should be proactive, not reactive.

4.04 - The issue with Safety Inspections, "the board voted on" should have already been completed. There are items that more than 18 months old and are still not completed. When certain board members bring these things forward, certain projects take priority. Project management should be done more efficiently.

4.05 - The handling of legal situations and investigations shows a lack of communication. Increasing "investigations," while ignoring legitimate complaints perpetuates a "hostile work environment." "Stay in your lane", "stop asking so many questions", "ad nauseum", "if I had it to do again I would do it differently", "it's easy to sit back and criticize when you don't know the whole story"; are direct quotes from the superintendent this school year.

4.07 - Communication is not filtered from the top down in a timely and concise manner.



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

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		Standard Weighting
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	3.57	Click here to enter text.
Professional Leadership	3.57	Click here to enter text.
Community Leadership	3.50	Click here to enter text.
Executive Leadership	3.57	Click here to enter text.
Overall Evaluation	3.55	I have based my evaluation on what I have personnel witness and feedback of what is being told by staff and community members. We were able to keep our schools open, people working, vaccines, provide the best possible and safe environment for students and staff. We turned this all on a minute notice and I hope that we remember this and we move forward to strive for the betterment of the district.

Board Member Signature: _____

Debbie Jordan

Date: 4/19/2021

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	4
1.06	4
1.07	3

Rating	3.57
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**Professional
Leadership**

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

Rating	3.57
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**Community
Leadership**

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

Rating	3.50
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**Executive
Leadership**

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

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.	4
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.	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.	3
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.	4
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.	3

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.	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.	4
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.	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.	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.	4

Standard 1. Educational Leadership

- 1.01 The team that has been put together does a tremendous job under his leadership. Working through the pandemic and keeping the schools open unlike other areas.
- 1.02 Continue to work to have consist professional development for all especially in these times. Everyone has tried to do their very best.
- 1.03 Continue working with instruction (Home Connect) where all students have the same opportunity to learn. This will be better since Hybrid will be gone.
- 1.04 Student data is the driven force at the district and the schools.

Standard 2. Professional Leadership

- 2.01 Always respectful in and out of the district office. Speaks to the audience with dignity wherever go. This is what I have witness.
- 2.02 You and your team continue to keep us informed of what is happening first on a daily report to weekly.
- 2.04 I believe with the year we were dealt you kept the team motivating and thinking outside of the box as they worked as one to get of this far.
- 2.05 Continue to extend your reach and the talent we have within the district. Visiting schools as you do give you more reach.
- 2.06 The team under your leadership made sure the schools where open, worked to have some sense of normality in doing this.
- 2.07 Continue to work in collaboration with the Board Members even when there may be obstacles.

Standard 3. Community Leadership

- 3.01/ 3.03 /3.04 Since the virus you/the district has made sure to keep community informed via- Facebook- web-site- text messages, etc. once we were open you stepped it up and started visiting schools, community engagement. Participates in community outreach and development for the good of the schools and families. Added Mr. Molloy a community outreach person that gives the district visibility everywhere. Ms. Stillwell updates which are plentiful loaded with information.
- 3.06 This is something that we all have to work on, however those whom I come across do appreciate what you have done and let me know they fell support by you and the district.

Standard 4. Executive Leadership

- 4.01 -With all of the unknowns with the past year keeping up with the day to day operations was difficult.
- 4.02- Ensuring that every student had chrome books and hot spots for our student and staff to be able to connect.
- 4.03- I believe that this is one that may occur and then quickly are corrected as needed.
- 4.04- Safety is always a priority

4.07 Continue to improve our communication process so that everyone can be connected. With the addition of Mr. Molloy the engagement keeps growing.



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:

Scale		Standard Weighting
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	3.57	Click here to enter text.
Professional Leadership	3.43	Click here to enter text.
Community Leadership	3.50	Click here to enter text.
Executive Leadership	3.57	Click here to enter text.
Overall Evaluation	3.52	Click here to enter text.

Board Member Signature: _____ Date: 4/19/21

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	4
1.04	4
1.05	3
1.06	4
1.07	3

Rating	3.57
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**Professional
Leadership**

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

Rating	3.43
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**Community
Leadership**

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

Rating	3.50
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**Executive
Leadership**

Item	Rating
4.01	3
4.02	4
4.03	3
4.04	4
4.05	4
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.	4
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.	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.	3

Comments, Standard 1:

1.01

(4) What extraordinary District and school leadership teams Dr. Adkins has created! The ultimate proof—the strength and cohesiveness of leadership teams as the District underwent twelve months of incredible, backbreaking, heart-breaking challenges to its vision and mission. Having visited schools recently where I heard accolades about the support from central office teams and after watching staff presentations about the ongoing work, I celebrate the collaborative focus on supporting children and employees during COVID while not becoming diverted from our commitment to improving student achievement, closing learning gaps, and providing positive, healthy, and safe learning environments for children.

1.02

(3) The goal remains unchanged, but the priority dropped in favor of the need to ramp up other leadership supports.

1.03

(4) In the worst of times, opportunities arise. So it is with COVID and the extraordinary lengths to which staff was required to respond rapidly, creatively, and with flexibility to curriculum, instruction, and assessment tools and practices.

1.04

(4) An embedded culture of relentless focus on vision, mission, values, and high academic goals made it possible for District and school staff to sustain the focus while facing formidable challenges to their way of work.

1.05

(3) The District data based teaching and learning culture enhances teacher and school ability to respond to the academic needs of individual students. Data is being used to narrow gaps. Using data, teachers use evidence based teaching and learning strategies to strengthen classroom support for students. I repeat my 2020 suggestion for creation of a position and appointment of Strategic Planning, Sustainability, and Accountability Chief to bolster department and school collaboration on gap problem solving.

1.06

(4) Another COVID ‘gift’ is the increased awareness within schools and the community about the importance of District support systems for student health and wellness. In-school and at-home stressors created by COVID layered atop already fragile support systems for students generated significant stress for staff as well. I have heard great praise for the way central office staff supported school staff, helping them feel competent to meet the needs of their students.

1.07

(3) When I consider our strategies for communications outreach before the pandemic, I can only be amazed at the extent to which we have opened additional information conduits (Family University), provided timely, relevant information (Facebook, YouTube, phone and text), and delivered a professional quality product. Zoom meetings to involve community members in district decision-making early in the pandemic. Close alignment with local DOH, hospital leadership, and state officials kept communications current and accurate.

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				RATING
	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Unsatisfactory (1)	
2.01	Models 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.	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.	3
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.	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.	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.	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.	4

Comments, Standard 2:

2.01

(4) If ever there has been an exemplar for grace, compassion, professional, respectful and ethical conduct, it is Dr. Adkins during the past year. Professional, ethical, and respectful conduct is the glue that holds leadership together in stressful times. In turn, it earns confidence in the outcomes of difficult decisions. It must be noted that the School Board has contributed to District stress at a difficult time. Dr. Adkins has been professional in every aspect of his participation on the governance team.

2.02

(3) It is impossible for Superintendent Adkins to make constant, timely, and effective progress on Board priorities. The Board has not clearly stated its priorities in some time. Alternatively, District priorities are consistently front and center. The work of staff is timely and well organized despite the significant increase in Board member demands for justification of action plans in support of district goals.

2.03

(3) Dr. Adkins reflects regularly on his practice but, while I believe he challenges himself to meet individual Board member expectations, the shifting sands of board expectations is a barrier.

2.04

(4) Dr. Adkins and his leadership team are respected statewide for innovation and flexibility in response to change. Despite challenges in 2020-21, District staff is excited about their work, grateful for the integrated and aligned interdivisional support this year, and enthusiastic about the positive outcomes from COVID driven changes that will transform District teaching and learning in the future.

2.05

(3) Efforts to succession plan are being undermined by board member's conduct towards the Superintendent and District staff. Dr. Adkins has created a stellar leadership team since assuming his role; but, given the hostile working environment, key staff are departing in alarming numbers. He is keen to work with a Cabinet and staff who are closely aligned in their work on District goals and much of his work with leaders and developing leaders has been done in that context. With a return to greater stability, I am confident Superintendent Adkins is capable to pursuing a structured mentoring and professional development plan for key staff.

2.06

(3) Structured ongoing mentoring is needed. With a highly competent staff, Adkins risks delegating too much and failing to check in with leadership on critical assignments and accountabilities.

2.07

(4) I value my working relationship with Dr. Adkins. We have thoughtful, productive conversations about the work of the governance team.

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.	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.	4
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

Comments, Standard 3:

3.01

(3) Dr. Adkins focuses on the strategic plan and seeks community support—evident by the commitment to community engagement in planning for Covid beginning in March and the performance of Chief of Staff Stillwell as District Covid coordinator with local agencies. The initial proximity plan rollout required more thought and oversight. The outreach to Estero and Lehigh communities during planning for additional seats in the South and East zones was excellent. Adkins responded very positively to Hispanic Vote request for access ala that of the NAACP. Community Outreach Coordinator Molloy and Communications Director Lancaster are working hard to reach more segments of the District audience more effectively by targeting audiences with appropriate content and language.

3.02

(4) Cognizant of the significant change in District demographics over the past decade, Adkins works assiduously, seeking to include diverse viewpoints though the work of various committees and deployment of Molloy.

3.03

(4) District PR is not Adkins strength. He is visible and accessible to stakeholders and he is collaboratively engaged in strategically selected community events, but he is not a cheerleader rallying community members and leaders to the cause of supporting continuous improvement in the quality of Lee County public education. Visible board support is critical.

3.04

(4) The strength of a leadership team becomes evident in crises. While an entire new mechanism for engaging and communicating with staff and the public about the pandemic was being created and implemented, community outreach and use of multiple communication tools continued to grow in support of strategic efforts underway. Despite chaotic and difficult Covid measures, staff and the public greatly benefitted from and appreciated the confident, positive messages and directions coming from the District—Communications, HR, Chief.

3.05

(3) Adkins has built a team that understands and responds to the need for community awareness and advocacy for education issues. The District lobbyist, cabinet members, the communications team are active and effective communicators at the state and local level.

3.06

(3) At most, only several times in the past year have I had a community member repeat a request for information and/or help—a significant improvement over several years ago and evidence that district staff are responsive, providing timely and accurate help.

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.	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.	3

Comments, Standard 4:

4.01

(3) The Operations Department continues to be a problem—one that could have been solved by the appointment of a COO. Unfortunately, efforts to do so have been undermined by the Board for the past three years. Once identified, Department problems should have been handled more expeditiously. An experienced COO is needed for this department.

4.02

(4) We are incredibly fortunate to have Trey Davis on staff—recruited by our District vision, mission, and strategic plan. With members of a well-functioning cabinet working collaboratively, he positioned the district to use technology for improving the efficiency of all department operations—Finance, Personnel, Academics, Communications, and Operations. The Chief Information Officer, in concert with his colleagues provided critical support to the District COVID response teams.

4.03

(3) Findings occasioned by missteps in the Operations Department were addressed quickly and effectively, but there was a delay in recognizing the need for better oversight and effecting corrective action. Other departments sustain a high level of accuracy, timeliness, and transparency. This, despite the incredible demands placed on human and capital resources over the 2020-21 school year.

4.04

(4) Student and staff safety and security is paramount. With the onboarding of Mr. Newlan, the District has a well-structured system of support for schools and staff and a plan for safety closely tied to county emergency planning.

4.05

(4) Legal, ethical, and professional conduct of staff is exemplary. The addition of District legal staff has greatly improved responses, response time and consistency of application. Staff and Board education is exceptional. The District legal staff is very respected by staff members with whom they interact.

4.06

(4) Covid—work assignments, working condition, employee health and safety; allocation of governor's 2020 budget teacher salary increases. Very difficult conversations and negotiations conducted in a space of mutual trust and respect.

4.07

(3) Rocky start to Proximity Plan rollout, but school building and renovation plans handled well by staff. Comprehensive, innovative efforts by Communications and Engagement staff to provide timely and accurate view of District. Covid rollout and ongoing processes very well received and appreciated by public. Effectiveness of multiple means of communication at each level should be measured to identify high and low returns on investment of time and money. External stakeholder (business and community leaders) communication and engagement momentum lost steam, understandably, during Covid; however, collaboration at senior levels was a critical element in building collaborative staff teams. Word of mouth in community regarding handling of COVID is very positive.

Comments

This has been a remarkable year—custodians, bus drivers, paras, food service, teachers, school leadership, district leadership and Superintendent Adkins have simultaneously performed two jobs—staying true to the vision, mission, and Envision 2030 while working in a radically different educational environment compliant with teaching and learning, health and safety conditions imposed by COVID. Now back to visiting schools, I hear enormous gratitude for the commitment of school colleagues and leadership to staying the course for the kids. I hear gratitude for the support provided by central office colleagues. I hear pride in what is being accomplished academically in classrooms and schools. Nine years into my Board tenure, District has the best central office and school leadership I have seen. We see improvement in learning gains and achievement in areas of strategic focus.

Tragically, we stand on the precipice of another 2010 fiasco, when an incompetent Board made strategic management and leadership errors causing loss of staff and community confidence. The School District slipped several grades and dropped in district state rankings. Recovery and rebuilding began in 2015. Since 2018, however, Board member harassment and badgering of professional staff has undermined morale and led to questions about the sustainability of the current District path. Once again, we are seeing key staff flee employment insecurity for positions outside the District. It is likely we have lost the ability to recruit professional staff externally. All this despite broad community and staff support for the strategic plan and for Superintendent Adkins and his Cabinet; despite robust evidence of District educational success; and despite considerable resources consumed in Board professional development.



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	Click here to enter text.
Professional Leadership	3.71	Click here to enter text.
Community Leadership	4.00	Click here to enter text.
Executive Leadership	4.00	Click here to enter text.
Overall Evaluation	3.93	Click here to enter text.

Board Member Signature: _____

Date: 4/20/21

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	3
2.03	4
2.04	4
2.05	3
2.06	4
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
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.	4
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
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.	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.	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.	4
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.	4
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

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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.	4
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

I tried to write my comments in a progression that corresponds with each standard of evaluation. However, this was not completely possible because some of my comments encompass more than one standard.

Dr. Adkins has surrounded himself with an incredibly strong team of passionate education leaders who have proven their commitment to our students, families, staff, and the community. Parents across our nation are begging their school districts to allow their children to go back to school. But, the families in Lee County do not have to fight that fight because Dr. Adkins and his team rolled up their sleeves on day one and worked on a plan to get our kids back in classrooms.

In the process, Mr. Davis has proven, yet again, that he possesses exceptional negotiating skills. He and his team were able to secure the devices and internet connectivity needed so that each one of our students and staff members had access to a device and access to the internet during the 4th quarter shutdown. The bandwidth and security necessary to accomplish this, including the rollout of Lee Home Connect and the explosion of enrollment at Lee Virtual School, has never been questioned. The technological adaptation to the District's immediate and unprecedented need to convert to Zoom classrooms and meetings was incredibly smooth. New, necessary technology and software have been carefully vetted so that students and teachers were set up for success. The acceleration of the installation of Promethean boards during the 4th quarter shutdown was prescient. All of this has been accomplished while planning for future technology needs and advocating for statutory changes needed to effectively secure district assets from threats that are increasingly sophisticated.

Dr. Pruitt has proven herself quite adept at responding to ever changing staffing needs as students frequently move between virtual and face-to-face instruction. The positive results of bargaining to reopen schools illustrated collaborative and thoughtful attention to our employees' needs. During the 4th quarter shutdown, Dr. Pruitt and her team were able to ensure that employees had meaningful work to perform so that they could continue to earn a living. When the start date for opening schools was delayed, Human Resources worked with the Calendar Committee quickly to find a solution that resulted in no interruption in pay for our employees. All of this was accomplished while planning for next year's staffing needs and recruiting to fill the vacancies that are an inevitable part of each new school year, but will only be exacerbated by the pandemic.

Dr. Savage rolled out a safe reopening plan that demanded significant coordination of best health and safety practices at each and every building in the District. This required tremendous collaboration with our partners at Lee Health and the Florida Department of Health in Lee County. As medical and scientific understanding of COVID advanced, Dr. Savage responded with appropriate changes to safety protocols. The influx of revenue from the half penny sales tax has required increased output from maintenance, planning, and construction. Several projects were accelerated during the 4th quarter shutdown. Ever changing transportation needs resulting from frequent changes by students from virtual to face to face learning have

been met seamlessly. Dr. Savage's staff is highly qualified and focused on providing for the physical infrastructure and transportation needs of the entire District.

Dr. Spiro and his team quite literally invented Lee Home Connect and created the training and resources necessary to prepare staff, students, and families to be successful in a completely new and untested instructional environment. The rapidity with which this was accomplished is astounding. Throughout the process, Academic Services maintains a focus on student achievement data so that necessary changes can be implemented along the way, ensuring that learning losses are minimized to the greatest extent possible and that rigorous opportunities for student acceleration are available. During all of this, Dr. Spiro has maintained a focus on summer learning and preparing for a new school year that will present even more unprecedented academic challenges as the nation (hopefully) emerges from the worst of the health and safety impacts of COVID. In a time when people around the world have suffered unprecedented mental health issues, Dr. Spiro responded by increasing student mental health services that responded appropriately to increased need. I have great confidence that Academic Services will roll out a response to the academic fallout from COVID that is as comprehensive and successful as the Reopening Plan has proven to be.

Ms. Stillwell has been the ultimate utility player of the Lee County School District by ensuring that each department has the resources and support necessary to successfully navigate an unprecedented global pandemic. Each day, new challenges present themselves and new problems have to be tackled and solved. The list of items that need to be addressed are forever changing. Not a detail is left unattended and not a question is left unanswered. In addition, Ms. Stillwell's ability to work with community partners has significantly accelerated the district's standing in the community as a reliable, highly capable partner.

Last but certainly not least, Dr. Desamours has managed to pay for it all within the complicated and fluid regulatory framework created by much of the CARES and State funding while maintaining the District's strong financial standing. The financial uncertainty faced by the District at the beginning of the pandemic prompted Dr. Desamours to prepare for varying levels of budgetary cuts. Likewise, Dr. Desamours and her team maintain a laser like focus on the upcoming realities of an uncertain budget that will impact the entire District's ability to address the academic fallout of COVID. As her track record has shown, Dr. Desamours will ensure appropriate distribution of assets so that all students have an opportunity to receive a world class education in a safe environment.

Pages could be written about the leaders in our schools. Principals and their staff diligently and tirelessly prepared buildings to reopen to students while plans were being created. This was akin to building a plane while flying it. This required significant proficiency in change management, which was accomplished discerningly. Principals and other building leaders dealt with uncertainty and fear from parents, faculty, and staff. They successfully reopened and operated our schools so as to maximize academic opportunities while minimizing health and safety impacts. Master schedules were reworked repeatedly throughout the year in a way that

minimized disruptions for students who were already face to face. Through it all, they maintained a focus on student and staff mental health.

Dr. Adkins recently asked each member of the leadership team to make a concerted effort to visit schools and departments so as to boost morale and offer support and appreciation for the amazing work being done at every level of the organization. Almost every board member has reported during public meetings that they are pleasantly surprised by the culture of the schools and the positive attitude displayed by teachers and administrators alike. Dr. Adkins clearly enjoys wide spread support by his employees as they display positive perspectives on their work environments, complete commitment to students, and appreciation for the ability to do their jobs in a supportive environment despite the unprecedented challenges associated with the pandemic.

Overall, from a staff leadership perspective, Dr. Adkins has lead the District and the entire community through an unprecedented challenge. Executive Directors, Chiefs, and Dr. Adkins all decided to forego raises because of the uncertainty of the upcoming budget and to send a signal to all other employees in the District that any budgeted salary funds should be allocated to those employees who have been on the front line throughout the pandemic. Dr. Adkins has been a leader in the State and the nation on the rollout of many initiatives as evidenced by the frequent counsel Dr. Adkins has provided to his peers over the past year.

Dr. Adkins's ethics are beyond reproach as is the respect he exhibits in his interactions with staff, the community, and the Board. Despite frequent disrespectful communications from Board members and members of the public, Dr. Adkins always maintains his professionalism and composure.

All items that come before the Board are tied to Envision 2030, which illustrates a commitment to District priorities. Dr. Adkins does his best to advance Board priorities, but this is too often a moving target. There are consistent claims by the board that information is not provided to members. Yet, when the board is reminded of the exact date, time, and method by which we did, in fact, receive the requested information, the claims persist.

In terms of mentoring emerging leaders, Dr. Adkins is surrounded by his strongest team yet. However, a weakness in legal has become evident. The lack of collaboration in all legal services is the responsibility of the Chief Staff Attorney and the Board Attorney. I believe that both have been ineffective. I urge Dr. Adkins to prioritize the hiring of legal staff expeditiously to fill the gaping holes left in the wake of the resignation of 2 staff attorneys. Attorney Williams was a tremendous asset to the District in his vast knowledge of education law and his zealous representation of the District on all matters. With the departure of Attorney Holloway, we lose tremendous commercial real estate and construction law expertise that is so essential at this time.

The District's Reopening Plan is strong evidence of Dr. Adkins's ability to build strong, community-wide consensus by creating solutions to the most complex and unprecedented

circumstances. Parents were positively engaged throughout the planning process and remain highly engaged as the school year progresses. Board members frequently comment that, as they get back in schools, they are impressed by the high level of satisfaction expressed by students and staff. TALC and SPALC report very few schools that have repeated concerns among their members.

Unfortunately for Dr. Adkins, collaboration with the current school board is an impossibility. Dr. Adkins faces constant accusations of failing to share information with the board even though proof exists that the information has, in fact, been shared with all board members as detailed earlier. Frequently, board members will make inaccurate statements about some facet of district operations. Dr. Adkins will call forward staff who explain why the statement was inaccurate and provide proof of same. Yet, the inaccurate statement is repeated as if it were true. Tremendous staff time and effort is spent providing information and explaining ad nauseum only to be rebuffed and criticized. It is difficult to find hard criticism in a district that has, yet again, achieved the highest graduation rate in the history of Lee County. Achievement gaps decreased at every measure. The District enjoys strong financial health. The Independent Sales Surtax Oversight Committee has expressed significant satisfaction with the management of the revenue from the half penny sales tax. Dr. Adkins enjoys the support of TALC and SPALC and business, education, and community leaders across the county. He is viewed as a leader by his peers for his pandemic response. This level of accomplishment is possible because, despite a board that gets in the way at every turn, Dr. Adkins has created a work culture that fosters excellence and high achievement by students and staff.

We experienced extraordinarily high levels of community engagement this year as we rolled out our Reopening Plan and kept schools open and operating at a high level during the pandemic. The Pre-k – 12 Pandemic Response Task Force was comprised of diverse members across every stakeholder group in Lee County. Meetings were publicized and widely viewed. Hotlines have been set up and Pandemic Response updates have been frequently communicated from the beginning of the pandemic and continue through the present.

The District remains in excellent financial condition despite tremendous budget uncertainties. We have advanced our use of technological through upgrades and the acquisition of additional devices for students and staff even though the demand for these products was unprecedented across the globe.

Student safety remains Dr. Adkins's highest priority. This is best evidenced by his reliance on health and medical professionals throughout the pandemic. Dr. Adkins's focus on students was no more evident than during the School Board Action Meeting on April 13. 60 speakers offered public comment that included sharp criticisms of the Superintendent, the board, district practices, and safety protocols. One speaker even criticized Dr. Adkins for events that occurred decades ago. One incredibly poised and eloquent student spoke during public comment and he was heckled by the adult members of the public in attendance. During Dr. Adkins's comments at the end of the meeting, he did not defend himself or the District. His first and only thought was to defend the lone student who provided public comment during the meeting. He

respectfully asked the adults in attendance to be more supportive of students and recognize that student rights also need to be protected. Dr. Adkins's comments in support of that one student are emblematic of his approach to all decisions he makes, which is a student centric approach with student safety and well-being at the forefront.

For nearly every standard of evaluation, Dr. Adkins has exceeded my expectations. In focusing on the data and students, Dr. Adkins has performed at a level that I do not think anyone could have expected or anticipated. Education standards and expectations across the nation have been exceeded in the past year because of Dr. Adkins's leadership. I am grateful and humbled to be part of a leadership team that accomplished so much for students, staff, families, and the entire Lee County community.



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:

<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	1.71	1.01 Recruits, Retains and Assigns Effective District and School Leaders: I have reviewed my evaluations from the past two years and see that my current issues and concerns on this evaluation are identical to areas that I cited in 2019 and 2020. In fact, I see the issues of concern have grown deeper. I have seen no evidence of improvement. • In the past year the SDLC has lost many top-level District administrators and has vacancies that are open for months, creating challenging workloads for those who must fill-in the gaps as well as often tasking staff members who do not possess the required levels of expertise for the higher position to do their best to fulfill more intricate duties. • Promised Organizational Chart revisions (especially in Operations) have been pending for many months. • Job openings go unadvertised, pending the completion of the organizational review. • Some school principals seem to enjoy “protected status” despite high staff turnover and multiple unresolved teacher and parent complaints to the Board (via emails, phone calls, and public comment). • Although the District has countless outstanding, hard-working employees, too many administrators have enjoyed advancement for reasons other than for their leadership skills or their skill-set for their assigned position.

Standard	Rating	Comments
Professional Leadership	1.14	2.01 Models Professional, Ethical, and Respectful Conduct: The Superintendent's outward public demeanor belies his disrespect for select Board members. A leader who accords special favor to his favorites, is not professional. His penchant for openness to the ideas and opinions of his toadies has been an ongoing problem that has only grown worse to the point of permitting staff members under his authority to harass those Board members that he believes have been disloyal to him. He disregards the fact that he has no statutory authority to investigate elected officials. He fails to enforce ethical and respectful behavior toward ALL Board members from his staff. 2.06/2.07 Forges Consensus/Collaborative Relationship with the Board: The Superintendent is a major driver of the continued frequently contentious relationship among members of the Board. He does not collaborate with ALL members of the Board during 1:1 meetings. Furthermore, during Board meetings there is a palpable difference between comments and tone of voice when responding to "favorites" vs those he views as detractors (because they ask too many questions and often push for more complete answers/documents to back-up information). This tacit disparagement contributes to the lack of Governance Team collaboration.
Community Leadership	1.67	3.06 Appropriate Access to Superintendent Parents and Community: It is appropriate that the majority of the concerns and complaints forwarded to the Superintendent's Office be handled by members of his team, however, parents and general stakeholders widely regard responses as non-existent or slow. General: The Superintendent does attend many community events for goodwill as the leader of the school district. Although he does participate in panels, addresses, and speeches, I have seen few meaningful, informal interactions with the public at large – with individuals. He consistently uses his community outreach people instead. He is not proactive in diffusing potential major issues before they get out of hand (e.g. bell schedule changes at high schools, in-person graduations, misinformation re bathrooms and gender for students). I have seen too many instances of out-of-control issues that are ultimately handled with press releases that could have been diffused had there been timely shared information. I perceive a readiness to engage with "prestigious" groups to the exclusion of "less consequential" groups.

Standard	Rating	Comments
Executive Leadership	1.43	4.05 Ensures Legal Compliance, Ethical Behavior, and Professional Practice: The Superintendent has refused to take responsibility for a lack of ethical conduct and a dearth of professional practice by administrative staff in several District Divisions. The tacit condoning and protection of such unacceptable behavior illuminates a lack of principled priorities.

Overall Evaluation

1.49 Dr. Adkins has recently commented that superintendent evaluations “have very little to do with superintendent performance.” He admitted that he places little credence in evaluations for those at his “level.” The superintendent’s candid comments dismiss the integrity of forthright evaluations that do not reflect his self-evaluation. He believes that such evaluations often reflect a Board member’s proclivity to express what she feels her constituents want to see. His statements expose his arrogance and condescension toward those members of the School Board who disagree with him.

A LEADER values and considers all thoughtful input and understands that progress depends on nurturing divergent viewpoints rather than clinging to an antiquated culture which values power structures of the past. Drawing on my expertise in academics and leadership as well as by research and analysis, I have tried without success to introduce new ideas by making suggestions to the Superintendent as well as to a couple of the Chiefs. I have put aside past injustices only to see the same injustices arise twofold. I HAVE TRIED TO TRUST! In the past two months, my trust in the Superintendent and his Administration has been shattered. I hereby call for his resignation for the good of the future of the School District of Lee County.

Board Member Signature: _____

Date: April 23, 2021



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	1
1.03	2
1.04	2
1.05	2
1.06	2
1.07	2

Rating	1.71
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Professional Leadership

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

Rating	1.14
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Community Leadership

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

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	1
4.07	2

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.	1
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.	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.	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.	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.	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.	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.	1
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.	1

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.	1
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