End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2013

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of
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Superintendent:	Diana Rigby	
Evaluator:	Philip Benincasa	Philip Benincasa	6-8-13
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (_Complete Page 4 first_; then circle one for each set of goals.)

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

Step 2: Assess Performance on Standards (_Complete Pages 5–8 first_; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of _Needs Improvement_, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	X	☐	☐
Standard II: Management and Operations	☐	☐	X	☐
Standard III: <u>Family</u> and Community Engagement	X	☐	☐	☐
Standard IV: Professional Culture	☐	X	☐	☐

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

| Unsatisfactory | <u>Needs Improvement</u> | **Proficient** | Exemplary |

Step 4: Rate Impact on Student Learning (*NOT rating for 2012-13*)

Low	Moderate	High
☐	☐	☐

Not rating for 2012-13: district standards rubrics are being developed for 2013-14.

Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are **required** for an overall summative rating of *Exemplary, Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

Comments:

The mistrust and either an inability or unwillingness to reach out to the public and staff in an open and engaging fashion undermines the quality of administrative leadership. Anger, anxiety and insult are wide spread and must be addressed not "Next Year", but right now. The School Committee needs to ask how, in a school system that provides all of the ingredients for success…funds upon request, facilities, supportive parents, high salaries, well trained teachers, outstanding students and a history of pride on the part of all constituents could we have failed so miserably given the results of the recent TELL survey. Other towns nearby possess many of the same advantages and their staffs registers much higher levels of workplace satisfaction. Before we can make meaningful change we need to determine how we ended up where we find ourselves.

Superintendent's Performance Goals

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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	By June 2013, communication strategies will be increased and varied for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout the school community. (Standard III and IV)	X	☐	☐	☐	☐
Student Learning						
2	By June 2013, students in grades K-12 will master critical end of year grade level standards. (Standard I)	☐	☐	X	☐	☐
District Improvement						
3	During the 2012-13 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research, and best practices in instruction, assessment and technology to improve student learning. (Standards I and IV)	☐	X	☐	☐	☐
4	Increase K-12 students' social and emotional well-being. (Standard I)	☐	X	☐	☐	☐
5	By June 2013, implement 100% of the new supervision and evaluation system at CCHS and begin the process at CPS in alignment with state regulations and contract provisions. (Standards I and IV)	☐	☐	X	☐	☐
6	By June 2013, FY14 CPS and CCRSD budgets will be approved at both Concord and Carlisle Town Meetings. (Standard II)	☐	☐	☐	X	☐
7	Support the CCHS Building Committee and Building Project Team to complete Construction Documents and maintain construction schedule. (Standard II)	☐	☐	☐	X	☐
8	By June 2013, assist the School Committee in determining long-term solution for Transportation Services in FY14. (Standard II)	☐	X	☐	☐	☐

Superintendent's Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

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

Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Unsatisfactory	Needs Improvement	**Proficient**	Exemplary

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

While it would appear, as a result of the superintendent's required end of year report, each of these standards have been met we have little but her word that such is so. That said the sheer volume of activities, particularly in staff (administration and teaching) development cannot be denied and is laudable.

Examples of evidence superintendent might provide:

- ☐ <u>Goals progress report</u>
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ <u>Student achievement data</u>
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback

- ☐ <u>Relevant school committee meeting agendas/materials</u>
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other:_____

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

Check one box for each indicator and circle the overall standard rating.

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

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory	Needs Improvement	**Proficient**	Exemplary

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other:_____

Comments: I am deeply troubled by the
Amount of time taken up as a result of
Ever increasing demands in testing,
Recording, meetings, planning, etc..
In a world of finite time I believe both
The time and energy has to come out of
Classroom instruction and individual support.

Family and Community Engagement

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

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.

Unsatisfactory   <u>Needs Improvement</u>   Proficient   Exemplary

☐ Goals progress report
☐ Participation rates and other data about school and district family engagement activities
☐ Evidence of community support and/or engagement or
☐ Lack thereof
☐ Sample district and school newsletters and/or other communications
☐ Analysis of school improvement goals/reports
☐ Community organization membership/participation/ contributions
☐ Analysis of survey results from parent and/or community stakeholders
☐ Relevant school committee presentations and minutes
☐ Other:__Meetings, Town Meeting, scores of letters registering concern, countless phone calls(listened to and then directed to the principal or superintendent): School Committee

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

In my 40 years of residency in this community I have never encountered such a level of mistrust and division between community and the administration. There is a growing sense that the leaders of the school system have developed a fortress mentality, see the public and teachers as the enemy, avoid meaningful exchange, lack the ability or willingness to be transparent in all endeavors. I am inundated with letters from parents and citizens alike who believe they have been treated in a less than professional manner and are frankly irate. This is no vocal minority but an ever growing majority of individuals and opinion shapers who believe something is desperately wrong. To ignore these concerns places the superintendent at risk, undermines the reputation of the Town and overshadows far too much of the positive things taking place in our schools. Parents and teachers are dreadful...dread-full...full of dread for their children and in the case of teachers for their employment. Let me be clear too many parents (one would be too many)fear speaking up, concerned (in my opinion unnecessarily) that their children will suffer retribution. Assume then that a parent's child is correctly denied some activity or face disciplinary action. The parent will be all to quick to deny their students role and shout "retribution". No good can come from this. When registering concern and directed to the superintendent they refuse as a result of that fear. This less than rational (in my opinion) fear extends to not only the superintendent but many building based administrators as well.

Teachers fear for their positions. The administration points to a high retention rate of staff when in fact too many remain because they feel that they are trapped in "golden handcuffs", ie. Their salaries are too high for them to find work in other public school systems. There is, as well, voiced in public meetings a genuine affinity for the Concord and Concord-Carlisle schools and the hope, rapidly diminishing, that their involvement in decision will be substantive, serious and equal to their professionalism.

Should the administration and the school committee ignore, deny or try to dance around the dissatisfaction we do so at our own risk and the undermining of our own reputation. Evidence: Lack of parent involvement, Votes at Town Meeting, Citizen comments at School Committee meetings, Petitions in news papers, scores of letters of concern, TELL results, endless phone calls, listened to and then directed to the school principal and/or superintendent, fury at forums regarding administrative decisions (transportation, high school costs, location of new building)

☐   **Examples of evidence superintendent might provide:**

Superintendent's Performance Rating for Standard IV: Professional Culture

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Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	☐	☐	X	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	☐	☐	X	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	☐	X	☐	☐

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	☐	☐	X	☐
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☐	X	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	X	☐	☐	☐

Overall Rating for Standard IV *(Circle one.)*	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Unsatisfactory   Needs Improvement   *Proficient*   Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):
There is a difference between "leading" and "driving". Too often it appears that the administration is driving the staff in directions with which they have grave concerns. Let me use an analogy. One can lead a horse by getting out front and directing, being careful to measure the horse's anxiety and spirit. Drive the horse and sooner or later it will either quit or collapse. I hate to use a horse as an example. But we do need to ask ourselves who truly carries the burden of our educational endeavors.

Over all Thoughts

A school system is made up of numerous sub-systems. These sub-systems are like the fingers on a hand. They need to work in concert in order to be effective. Should any one of those fingers fail to work with the others the results can be overall failure. (Simply imagine removing the thumb). So it is here. Much good work has been done. This is a better school system then the one I knew ten years ago. Many of the sub-systems work well. However there are enormous gaps in communications, trust and respect for community and staff opinions. That alone can far overshadow the truly good things taking place. What is wrong needs to be corrected or all the good will count for little.

Examples of evidence superintendent might provide:

☐ Goals progress report
☐ District and school improvement plans and reports
☐ Staff attendance and other data
☐ Memos/newsletters to staff and other stakeholders
☐ School visit protocol and sample follow-up reports
☐ Presentations/materials for community/parent meetings
☐ Analysis of staff feedback
☐ Samples of principal/administrator practice goals
☐ School committee meeting agendas/materials
☐ Sample of leadership team(s) agendas and materials
☐ Analysis of staff feedback

☐ Other:_Evidence above share to this point_____