

End-of-Cycle Summative Evaluation Report
Concord School Committee
Concord-Carlisle Regional District School Committee
June 2013

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana Rigby

Evaluator: Pamela Gannon

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	Some Progress	Significant Progress	<u>Met</u>	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

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

Low	Moderate	High
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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:

Ms. Rigby is laser-focused on student learning and student well-being. She sets and models high expectations for both student and teacher performance and actively pursues strategies that are effective with diverse learners. Ms. Rigby initiates and supports programs that are important not only to the academic progression of students, but also to their mental health and social development.

Ms. Rigby has an optimistic, energetic personality and a forward-looking vision for the education of Concord and Carlisle students. She is visible and active in the school community. Ms. Rigby is committed to providing both students and educators with the tools they need to do their work in the modern era. She is committed to preparing all students to be active participants in the 21st century world.

2012-13 was a very challenging year, but the accomplishments of the districts under Ms. Rigby's leadership were extensive. Ms. Rigby met or exceeded almost all district goals and the student learning goal. Significant progress was made toward the professional practice goal and the long-term transportation issue. I expect those goals to be met in the upcoming year.

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)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	By June 2013, students in grades K-12 will master critical end of year grade level standards. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	Increase K-12 students' social and emotional well-being. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
6	By June 2013, FY14 CPS and CCRSD budgets will be approved at both Concord and Carlisle Town Meetings. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
7	Support the CCHS Building Committee and Building Project Team to complete Construction Documents and maintain construction schedule. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
8	By June 2013, assist the School Committee in determining long-term solution for Transportation Services in FY14. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):

The districts under Ms. Rigby's leadership excel at designing appropriate instructional practices to engage all different types of learners (I-B-1,2,3). Rivers & Revolutions, which was implemented this year at CCHS, is an example of a program that was the brainchild of a faculty member, was strongly supported by the principal and the superintendent, and has profoundly changed students' lives. At the elementary schools, the strong Response To Intervention (RTI) protocols allow for swift intervention and support for individual students. Ms. Rigby has provided high quality professional development for analyzing student work and reviewing assessment data with the Research for Better Teaching (RBT) course for the elementary schools and School Reform Initiative (SRI) protocols at the high school (I-C-1). The School Improvements Plans focus extensively on student learning and supporting positive outcomes for students (I-E-2,3).

Examples of evidence superintendent might provide:

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

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

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

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



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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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

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

Ms. Rigby develops school budgets that support the programs and student learning goals that make CPS and CCRSD high-performing districts. She consistently advocates for funding for high quality professional development for teachers and to retain resources for student support (II-A-3, II-B-2). The FY14 school budgets were within the levy limit and met the Concord Finance Committee guidelines. Ms. Rigby was instrumental in getting the CCHS building project funding back on track. In addition, CCRSD is one of 2 regional districts in Massachusetts with a Moody's Aaa rating. The Moody's report cited the district's strong and stable financial management (II-E-1).

Ms. Rigby practices and models distributed leadership by giving her staff and the school principals responsibility and autonomy (II-B-2).

The districts faced significant personnel challenges this year. Ms. Rigby resolved most of the issues without exposing the districts to unnecessary litigation. She has consistently kept personnel and family information confidential even when being subjected to blame and accusations about personnel issues and decisions (II-D-2).

Examples of evidence superintendent might provide:

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

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

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



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

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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

Needs Improvement

Proficient

Exemplary

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

The area of student support (III-B-1) is an area of strength for Ms. Rigby and consequently for the districts. Resources are provided to allow each elementary school site to have a psychologist and/or social worker. The high school counseling staff and programming is extensive and is utilized by students and families. Formal programs such as Open Circle and CMS Stands Together allow the schools to implement anti-bullying curriculum in a way that is meaningful to students and supported by staff. The new Advisory Program at CCHS provides opportunities for students to connect with faculty members and with each other. The districts provide significant support for students who are unable to attend school due to illness or injury, along with resources for their families. A 6th grader with a life-threatening illness attended school via robot at the end of this year; another student who was hospitalized for a significant amount of time was able to participate and communicate with teachers and peers via the 1:1 laptop program. The special education program is particularly strong in providing support for both students and families. Ms. Rigby supports of the METCO program by providing specific resources, such as 1:1 laptops and tutors. These programs and interventions are undertaken with Ms. Rigby's full support and participation, and many times at her instigation (III-A-1, III-B-2, III-D-1).

In a difficult political climate, Ms. Rigby spent time meeting with parents and community members, but has been clear that the interests of the students come first (III-A-2). She keeps parent leaders informed via the monthly PTG presidents meetings. She has met with community organizations including the League of Women Voters. The communications for the CCHS building project have been augmented with the hiring of a communications consultant. The Rivers & Revolutions program formed partnerships with local non-profit organizations and provided opportunities for students to contribute to the community. Ms. Rigby is a visible presence at school events, concerts, and plays, and always makes it a point to connect with parents and students at these events (III-A-1).

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture



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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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*):

Ms. Rigby models the mission statement and core values of the districts. She is committed to high standards for student learning and the use of best practices for teaching (IV-A-1,2).

Ms. Rigby is working hard to build consensus ((IV-F-2,3). It has been a difficult year with Massachusetts DESE requirements related to Education Reform and with the process of NEASC accreditation at the highs school. Some groundwork has been laid this year that will be helpful for next year. Ms. Rigby has maintained her composure in situations where belligerent critics have made accusations that are based on misinformation or that cannot be refuted because the information is confidential (IV-F-1).

I would like to see Ms. Rigby speak more publically about her vision and priorities for the districts. Those of us who work closely with her have heard her speak eloquently to this many times. It would be helpful for the general public to hear her vision and views on student learning with greater frequency.

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: _____