

# **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: Maureen Allaire Spada

6/24/13

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

## 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"/>		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"/>	X	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	X	<input type="checkbox"/>	<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)

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

Diana,

I will comment on some of the goals and your work in several specific areas, particularly the areas where we worked closely together last year while I was chair.

Regarding your **Professional Practice Goal**, a tremendous amount of thought, effort, and progress has been made in the 5 key action areas. In some areas there has been enough progress to consider this goal "met", in others significant progress has been made but important work remains. In area #4, the goal has not been met and needs immediate resolution. Overall, **some progress** has been made towards this goal.

#5 - The Communication Manager on the building project is doing an excellent job keeping the community informed. As we discussed, I suggest that his role with the Journal be expanded to include a separate weekly report on CPS/ CCHS. Content for this report could be driven through your weekly report.

#1 & #3 - There is still much work to do before the results of the effort to "improve teacher and school leadership conditions" will be realized throughout the district. I encourage you and the administrative team to continue your work with focus and attention to address concerns raised by teachers. Careful listening and a responsive atmosphere will help move toward increased progress on this goal. Resolution of the CCHS Advisory Program labor dispute, ongoing TELL Mass meetings, and the very specific dissection of teacher concerns are all positive signs of progress. This continued work is a daunting task, but crucial to the success of our students.

#4 - Meg Anderson's report was thorough and reflective of school culture at Thoreau. Unfortunately, since it was completed in February, little progress has been made to resolve conflict within the Thoreau community and the issues there remain unresolved.

Conflict around leadership at Thoreau has continued to escalate and impact the entire school community. It is time to resolve the leadership issues at Thoreau before another school year begins.

**Regarding the District Improvement Goals:**

**Increased K-12 student social and emotional well-being** - The work and success around this goal has been ongoing and steady. Progress is marked by the decrease in bullying as reported by students in the Youth Risk Behavior Survey. At each grade level there are age appropriate solutions for recognizing and addressing a range of mental health challenges. I have heard numerous individual reports from parents whose children have received support and help from the CCHS Advisory program, the Lighthouse program, CMS stands together, and Open Circle. Your ongoing work with Aaron Juncas around racial tensions at CCHS is an area for focus and attention next year. Aaron has done tremendous work with the METCO program. His leadership is an important component and I am confident that together with him, you will continue to make progress. I see first-hand the results of your work on this goal and it exceeds expectations.

**CPS/CCRSD budgets** – Fiscal management in the district meets expectations and reflects both sound judgment and careful planning. You and John Flaherty have done excellent work in the area of fiscal management. At CPS, in part to address the cost driver of a 145 student enrollment increase, the budget request was 4.65%. Over a five year period, the average increase (requested and approved each year) was 2.75%. At CCHS we are one of two districts in the State that have a AAA rating by Moody's resulting in a \$9m BAN sale at .2041%. In FY 2014 we requested an increase of 1.2% and added \$500k to our Tech Stabilization Fund. The amendment passed at Town Meeting to cut the CCHS budget reflects citizen concern over escalating legal fees. While I disagree strongly with the amendment, passage of it illustrates a disconnect between the district and the town that requires your attention and resolution next year. Looking ahead, the cost of legal fees and the per pupil cost at CCHS are two areas for careful examination.

**Support the CCHS Building Committee and Project Team** – The most significant achievement in this area was the reinstatement of MSBA funding. Your work with the Building Committee and the Project Team to achieve that goal was an enormous undertaking. In a letter from Stan Durlacher, the Building Committee chair, he states that "your leadership has been a key component of our success". "I would rank your leadership and decision making skills at the top of the list...putting the school population and the excellence of the curriculum into the forefront of each decision." With construction underway, 100% documents delivered to MSBA, and contractor mobilization started, I have the utmost confidence in your ability to successfully complete the project. Your work on the building project exceeds expectations.

**Long Term Solution for Transportation** - Although Town Meeting did not pass Article 13, an enormous amount of progress has been made to resolve this issue. Your work, along with the work of John Flaherty, Matt Wells, and Sally Ferguson, were instrumental in furthering both the District and the Town's understanding of complicated operational challenges related to transportation. In spite of

Town Meeting's vote, this goal was **met** because we now have 2 parallel paths for long-term transportation.

## 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
<b>Professional Practice</b>						
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 checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
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 checked="" type="checkbox"/>	
<b>District Improvement</b>						
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 checked="" type="checkbox"/>	
4	Increase K-12 students' social and emotional well-being. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
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 checked="" 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 checked="" 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 checked="" 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	
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## Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>I-A. Curriculum:</b> 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"/>
<b>I-B. Instruction:</b> 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
<b>I-C. Assessment:</b> 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"/>	X	
<b>I-D. Evaluation:</b> 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
<b>I-E. Data-Informed Decision Making:</b> 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
<b>Overall Rating for Standard I</b> (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):**

This is a clear and consistent area of strength. You work to provide equity in education to **all** students, use data to inform decision-making, implement best practices, and review/refine district strategies as needed is a cycle of consistent improvement. In the three years I have been on the School Committee, you have always maintained the highest standards in each of these areas. You learn best practices, find resources for professional development & training, and provide opportunities for implementation at each of the schools.



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



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>II-A. Environment:</b> 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	
<b>II-B. Human Resources Management and Development:</b> 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	
<b>II-C. Scheduling and Management Information Systems:</b> 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"/>		X	
<b>II-D. Law, Ethics, and Policies:</b> 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"/>	X	
<b>II-E. Fiscal Systems:</b> 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"/>	X	
<b>Overall Rating for Standard II (Circle one.)</b>	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):**

Your management of the budget is consistently responsive to cost drivers while creatively allowing for implementation of new programs. John Flaherty's work on the budget & operations of CPS and CCHS reflects sound management and strategic operational thinking.

Scheduling and time are issues we consistently hear about from teachers and should be a focus for the discussions 2013/2014

school year. Although this has been an area of focus in the past year, feedback from teachers illustrates that more work needs to be done in this area.

Examples of evidence superintendent might provide:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback                | <input type="checkbox"/> Relevant school committee meeting             |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback                  | agendas/minutes/materials  |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> and/or incidence reports                    | schedule/agendas/materials   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |  | <input type="checkbox"/> 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
<b>III-A. Engagement:</b> 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"/>	X	
<b>III-B. Sharing Responsibility:</b> 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"/>	X	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.		X	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>		X	<input type="checkbox"/>

<b>Overall Rating for Standard III</b> (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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary



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

**Two-way communication** is an area where there has been much criticism of the district this year. We heard this around the building project, decision making, transportation issues, legal fees, concerns at Thoreau, and recently around 1:1 technology. Although significant effort was made to address concerns at Thoreau, those efforts did not prove effective in managing the complicated range of disputes that reflect dissatisfaction from both Thoreau parents and the community. Improving communication with parents, teachers and the wider Concord community is critical to the success of our schools and our students.

**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
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X
<b>IV-B. Cultural Proficiency:</b> 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	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.		X		
<b>IV-D. Continuous Learning:</b> 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	
<b>IV-E. Shared Vision:</b> 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"/>		X	
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	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*):**

In the area of communication, as we have discussed, although you use facts to make decisions, the district would benefit if you slow down, allowing others the time they need to process, reflect, and respond. You have the ability to very quickly digest information to make decisions and this is a huge strength for you, but not everyone has that same ability. I believe some of the conflict in the district could be resolved by slower transition of change and the use of new strategies in your interpersonal communication.

Managing Conflict is perhaps one of the most complex indicators in the entire matrix. I have seen you resolve extremely sensitive personnel issues, legal issues, student issues, operations issues, etc. You have superior knowledge and work ethic, and yet, conflict remains one of the major issues facing the district as we close out 2012/2013 school year. This is the single area where improvement would benefit every single student, teacher, staff member, and administrator in the district.

The ongoing conflict and the need for different type of communication in the district are the reasons I rate this area of your review "needs improvement".

**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: \_\_\_\_\_