

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby

Evaluator: SUMMATIVE

Name

[Signature]

Signature

6-30-15

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.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<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 2014-15*)

Step 5:

Summative Comments:

Diana F. Rigby is the superintendent of the Concord Public Schools (CPS) and the Concord-Carlisle Regional School District (CCRS). The superintendent was evaluated by current and former Concord School Committee members Phil Benincasa, Johanna Boynton, Wallace Johnston, Jennifer Munn, and Kathleen Snook. The CCRSD evaluators included the Concord members listed above with the addition of Carlisle current members William Fink and Mary Storrs. For the purposes of this evaluation, the term School Committee refers to both the Concord School Committee and the Regional School Committee.

For the Superintendent's Performance Rating for Standards, Superintendent Ms. Rigby received an overall rating of Proficient for all four Standards: Standard I: Instructional Leadership; Standard II: Management and Operations, Standard III: Family and Community Engagement, and Standard IV: Professional Culture. For the Superintendent's Performance Goals, the majority of the School Committee determined that Ms. Rigby met or exceeded the six District Improvement Goals and the Student Learning Goal while two members felt she had made progress on them. The School Committee was divided on its evaluation of Ms. Rigby's performance on her Professional Practice Goal; four members determined she made progress on this goal; three members determined she met her goal.

SUMMATIVE COMMENTS:

The majority of the School Committee was uniform in their praise of Superintendent Diana Rigby as an educator. They used phrases such as "incredibly passionate about the success of her students," "works tirelessly to encourage them," "extraordinary effort and dedication," and "Superintendent Rigby is a dedicated, tireless, enthusiastic, extremely competent and forward-thinking educator." She is clearly very facile and engaged in the overall education of the students of Concord, Carlisle and Boston. There were several examples given to underscore this work that included new support systems for the high-needs students as well as innovative approaches to education, led by many of our teachers and supported by Ms. Rigby. In addition, she implemented the new Educator Evaluator System.

Step 5, Summative Comments (continued):

Financially, the school continues to maintain a AAA Bond rating while developing budgets that support our programs. Deputy Superintendent John Flaherty and Ms. Rigby obtained support and successful Town Meeting votes on two very complicated budgets for the CPS and the CCRSD schools for the upcoming fiscal year.

Ms. Rigby made a concerted effort to improve communication and better respond to disagreement and resolve conflict. This is an area where two committee members feel she needs significant work. While a majority of the committee pointed to the successes in communication through a variety of channels, two of the members felt this needs more attention. While members applauded her for providing her faculty and administrators with the resources needed to achieve success, issues around decision-making and working conditions persisted at the high school and need continued attention at the Middle School.

Finally, the completion of the new high school building project stands out as one of the greatest achievements of Ms. Rigby's year. The committee was uniform in their praise of her exemplary work to move into the building seamlessly while staying on budget, scope and time.

Superintendent Rigby is commended for her work as a forward-thinking educator who works hard to provide the best overall education to the students we serve. She has a strong knowledge of curriculum and operations and she will continue to lead in these areas. As she determines ways to address issues of trust and decision-making moments at the high school and middle school, she is commended for her focus on each student as an individual learner.

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	0	1	3	3	0
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	0	1	0	4	2
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	0	0	1	4	2
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	0	1	1	3	2
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	0	0	1	5	1
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	0	0	2	4	1
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	0	0	1	3	3
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	0	0	0	0	7

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	0	0	1	5	1
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	0	0	2	5	0
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	0	2	1	4	0
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.	0	0	3	4
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.	0	0	4	3
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.	0	0	6	1
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	0	1	5	1
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.	0	1	4	2

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

Overall, the Committee was uniform in their praise of Diana Rigby's Instructional Leadership. Teaching and Learning continued to be central to Ms. Rigby's focus and the new hire of Ms. Kristen Hebert as the Director of Teaching and Learning provided affirmation of such efforts and commitment. The Committee was in agreement that Ms. Rigby's leadership and vision have been clear and the development of curriculum, instruction and assessment has been noteworthy. With the exception of one committee member, all others felt that the initiatives at Alcott and CMS were successful this past year in addressing the gap with some of our high-needs students. In addition, the District continued to implement individualized learning for its students, in particular with RTI (Response to intervention) at the Elementary level. Ms. Rigby has worked hard to implement the Educator Evaluator System and modeled that system through her practices in observing, providing feedback, and evaluating her administrative team. The administrative team met twice a month and worked all year long discussing the book entitled Fierce Conversations: Achieving Success at Work and in Life, One Conversation at a Time to grow and develop professionally in their work with their teachers and staff. This visible commitment to improvement and success underscored the work of Ms. Rigby.

One committee member mentioned concern about the morale of teachers and their role in decision-making and looked for improvement in this area to engender greater trust and respect. However, the rest of the committee pointed to improvement as a result of discussions with other districts, goal setting, on-site observations and high standards within our community as ways in which she ensured an environment of continuous improvement.

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.	0	0	7	0
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.	0	1	4	2
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.	0	2	5	0
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.	0	1	3	3
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.	0	1	3	3
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

The overall consensus of the Committee was that Ms. Rigby has an excellent understanding of all laws, ethics and policies that govern and/or pertain to the operations of the School District. She protects confidentiality and privacy for all staff, students and families. Additionally, the sentiment of most committee members is that the budgeting process is complex and constrained by state regulations, but Ms. Rigby has a comprehensive understanding of regulations and has built budgets that reflect the needs of the schools to support philosophy and academic achievement. The annual Budget Book, as well as the process of budget formation with the Finance Committee, is comprehensive and improving each year. However, one committee member felt there could be more involvement from other stakeholders in this regard. Finally, Ms. Rigby oversaw the completion of the building of the new high school – a \$92.5 million dollar project that was on time and within budget. This was noted to be one of the greatest achievements of Ms. Rigby's by several of the committee members.

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.	0	0	5	2
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	1	0	4	2
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	0	2	5	0
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	0	1	4	2
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

The consensus of the committee is that Ms. Rigby used a variety of channels to communicate and improved overall communication with the community, the schools and families. While some felt more improvement is needed, the consensus was that the continued use of multiple forms of communication (e.g., Your Voice Matters, Twitter, District Updates, weekly articles in the local paper, and monthly meetings with PTG Presidents) have more effectively offered information to a broader scope of stakeholders. It was also mentioned by several committee members that Ms. Rigby visited the schools often and attended extracurricular performances, concerts, games, art exhibits, ceremonies, and even All Night Live (the overnight event held for graduating seniors the night of graduation). She was engaged and supported the many successes of our students. It was noted that there is still frustration among some parents and teachers surrounding decision-making and shared responsibility (most notably at the high school) and this is an area for focus and improvement in the coming school year.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ 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: _____

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.	0	0	3	4
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.	0	0	7	0
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	0	0	6	1
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.	0	1	4	2
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.	0	2	5	0
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	1	2	4	0

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

The Committee was uniform in its praise for Ms. Rigby's commitment to high standards. She stressed the mission of the District and our core values continuously. Her commitment to high standards and work to improve communication and a shared vision resulted in significant progress in teacher morale at the Elementary Schools and some progress at the Middle Schools. However, it is clear that there needs to be additional effort at the high school to better understand the drivers of the existing shortfalls in teacher satisfaction and their working conditions. Likewise, the majority of the committee saw improvement in her ability to resolve conflict when responding to disagreement and dissent, but felt this is an area to be strengthened over time.

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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby
Evaluator: Philip Benincasa
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	<u>Significant Progress</u>	Met	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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>	<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 2014-15*)

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:

While the administration has worked to improve issues of trust, it remains the most significant...the number one threat...to the well-being of the system. It is tragic that the good work done around curriculum and instruction is deeply overshadowed by the sense on the part of a significant percentage of the population that the leadership is untrustworthy. Repairing this should be the number one goal of leadership for the foreseeable future. Sadly, trust, like cloth once torn is difficult to repair and if it is mended the scar can remain as a reminded of diminished threat for years to come. It is, again, the number one goal that must be met for the well-being of the school system and the community.

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

District Improvement Plan (continued)				
Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

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*):

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
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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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):

Budget and system management operations can only be described as outstanding.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>Overall Rating for Standard III (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ 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: _____

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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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*):

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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby _____
Evaluator: Johanna Boynton _____
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"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2014-15*)

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:

Overall, Diana Rigby has demonstrated a tireless commitment to the educational needs of all our students that we serve in Concord, Carlisle and Boston. She is to be commended for maintaining a high level of instructional and educational standard in meeting these needs. She has made significant progress in addressing the concerns of the teachers at the Elementary schools, and some progress in addressing the needs of the teachers at the Middle School. While there is still work to do to thoroughly understand the issues remaining for the high school teachers, she has made good strides in trying to hear and address those concerns. There have been numerous successes this year that can be attributed to her success as a leader and they include: the development of a budget that restored previous cuts to supplies and materials as well as professional development at CPS, successful field testing and adjustment to the PARCC test, an excellent transition to the new high school, and innovative learning opportunities brought to her by teachers and administrators. Additionally, there has been a marked improvement in communication that is beginning to yield positive results. We will look for further progress in this next year.

Finally, Diana Rigby exhibits a passion and energy that is hard to match when it comes to the education of all students. Concord, Carlisle and Boston families in our schools are fortunate to have her commitment to excellence and her unwillingness to cut corners to achieve success.

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

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

Instructional Leadership continues to be one of Diana Rigby's hallmarks. She is extremely focused on the educational needs of the students of Concord, Carlisle and Boston and she works tremendously hard with her Administrative Team to address such needs. She meets twice a month with her administrators to collaborate on ways to reach the needs of all students from the under-achieving to the high-achieving, ensuring that all students are being challenged and engaged while mastering grade level standards. Throughout the year, the administrative team discussed the content of a book entitled, Fierce Conversations: Achieving Success at Work and In Life, One Conversation at A Time. Additionally, the implementation of RIT (Response to Intervention), the development of additional support for the students from Boston, the implementation of the Educator Evaluation System, the formation of DDM (District Determined Measures) and innovative opportunities like the Rivers and Revolutions curriculum are examples of her willingness to try different approaches in support of individualized learning while adhering to the State level mandates and recommendations. To that end, Ms. Rigby is not afraid to push back on some of those regulations or recommendation. Her approach to the PARCC test was one that exemplifies this, as she, along with other Superintendents, recommended less of the suggested PARCC Testing. Along with the School Committee, she co-signed a letter to the Commissioner suggesting further reduction in the number of times the test be administered. Overall, Ms. Rigby has supported increased time for collaboration among her administrators and teachers to continue to best meet the needs of all our students.

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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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

Diana Rigby's greatest strength within Management and Operations is her understanding and sensitivity to the Laws, Ethics and Policies that govern the schools and the School Committee. Additionally, the work on both the CPS and CCRSD Budgets underscore the appropriateness of the spending within the confines of the Teacher Contracts and the needs of the teachers to effectively do their jobs. She has a "can do" attitude with regard to supporting the requests from teachers for the funds they believe will enable them to best address the needs of their students. To that end, she works toward high quality job-embedded professional development for her staff. The one area that needs improvement is finding time for teacher collaboration that minimizes the disruption to the school day. This is an area of focus and will continue to be a place for staff and administrators to maximize their time for collaboration. Finally, the move into the new high school over the April break was seamless to students and families and is in large part due to the management and attention to detail of Diana Rigby.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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

Diana Rigby has made significant impact within the overall communication within the community by using multiple forms of communication, including Your Voice Matters, Twitter, Monthly Updates summarizing the issues at hand, meets monthly with the PTG Presidents and writes a weekly update in the local newspaper. She should continue to communicate more effectively with other community stakeholders in support of student learning and the fiscal needs to support such. Finally, she attends hundreds of student events such as plays, concerts, Arts Nights, Tournament Games and even chaperoned trips to Washington DC and NYC. She is an involved Superintendent with her fingers on the pulse of all the successes our students – young and old – experience.

Examples of evidence superintendent might provide:

☐ Evidence of community support and/or engagement

- ☐ 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: _____

Superintendent's Performance Rating for Standard IV: Professional Culture



	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"/>	<input checked="" type="checkbox"/>
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 <i>(Circle one.)</i>	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

Diana Rigby communicates well about continuous learning and high standards for educational improvement. She has demonstrated a commitment to improve communication and collaboration with teachers at all schools. There was great success in this at the K-5 level and some improvement at the Middle School. However, it is clear more work needs to be done at the high school and she has demonstrated concerted effort in this regard this year: she has included the Chair of the Regional School Committee in Labor - Management meetings once a month, and likewise the CCTA has met with the building administration every week to work on issues throughout the school. This is a good start to better communication and should yield better results each year.

Examples of evidence superintendent might provide:

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby

Evaluator: Bill Fink

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	Significant Progress	Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	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	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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"/>	<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 2014-15*)

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:

During this past school year, Diana demonstrated a tireless commitment to advancing the education of our students at Concord-Carlisle Regional High School. This was a year of excitement and challenges associated with the completion of the construction of the new high school building leading up to the move into the new facility in April. I would like to thank Diana and her entire organization of administrators, teachers and staff for their extraordinary effort and dedication during this time. Diana's leadership, collaboration and attention to detail helped ensure a smooth transition and positive experience for all. Many parents also continue to comment on how seamless the transition appeared. Diana's enthusiasm, optimism and passion was contagious, contributing to the overall success.

Progress in education did not stall during this time. Diana ensured continued implementation of common core standards along with implementation of the new educator evaluation process while eliciting feedback for future improvements to the process. Diana assisted in the successful completion of the CCHS teachers' contract early in the year along with development of a fiscally responsible budget which was approved by both towns.

Diana continued to make progress towards improving communication, providing multiple methods to meet face to face and distribute information through various electronic web based tools, printed material and local news media. She attended various local government committee meetings and participated in various parent meetings throughout the school year. Improving collaboration and ensuring the development of a shared vision for education among a wide set on stakeholders is a challenging task. Diana continues to strive for that goal while ensuring Concord-Carlisle High School maintains its' reputation for excellence in education.

Thank you Diana for a successful 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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>

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):

Diana is committed to maintaining and evolving the high standards our community has come to expect at Concord-Carlisle High School. Her expectations of the administration, teachers and staff reflect that objective. Through a combination of her knowledge of industry trends in education along with appropriate goal setting and on-site observations she ensures an environment of continuous improvement.

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"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>
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):

Overall, Diana has successfully led the management and operations of the high school including recruiting, compliance with policies and laws, staff scheduling, budget management and in general maintaining a safe, healthy and clean learning environment for students, teachers, administrators and staff. This was a particularly challenging year given the construction project along with the move into the new building. Diana's leadership, organizational skills and attention to detail over this past year ensured another successful school year during this challenging time. While the construction project will continue into the next school year, the move into the new building is complete and will allow the Superintendent to focus on continued improvements in the management and operations at the high school. Over the next school year, I would like to see continued improvement in the area of programs to promote positive student behavior.

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"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	X	<input type="checkbox"/>	<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"/>	X	<input type="checkbox"/>
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):

Diana consistently demonstrates a passion for students and their educational achievement. Diana has established a variety of methods to reach out to parents and for parents to reach out to her. She has attended numerous community events including monthly coffees and parent information nights. Parents I have spoken with find Diana to be very receptive and collaborative. Diana has always been very responsive to Carlisle and Concord parents when they have a concern. I would like to see Diana continue to expand her engagement with the Carlisle community. The improvement this year for eight grade parents and students planning their transition to the high school was well received.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ 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: _____

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"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/>	X	<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"/>	X	<input 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"/>	X	<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):

As mentioned previously, Diana has consistently demonstrated a commitment to high standards of teaching and learning and has instilled that philosophy throughout the regional high school environment. Those high standards include the concept of continuous learning and continuous improvement of our educational environment. The planned implementation of the 'one to one' program provides recent evidence. While progress has been difficult towards methods to effectively manage conflict and engaging all stakeholders in the development of a shared vision, Diana is committed to the concept and has demonstrated that commitment during this past year.

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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby
Evaluator: Wallace Johnston June 20, 2015
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	<u>Some Progress</u>	Significant Progress	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	<u>Significant Progress</u>	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	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	X	<input type="checkbox"/>	<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 2014-15*)

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 Concord and Concord-Carlisle school districts provide a high quality educational experience to the students who attend. My evaluation and the overall rating of Needs Improvement is influenced by the need for better communication and respectful collaboration in a quest for productive forward thinking consensus on a myriad of current issues as well as a solid practiced framework for future areas of need. The current state of these processes is not satisfactory in a district with the educational, intellectual and funding capacity of ours. While we have systems and learning structures that function to provide students a solid K-12 education, the trend appears to be flattening or declining. The two significant areas of concern are; 1) the dissatisfaction exhibited in surveys of the faculty and anecdotal information will ultimately lead to a decline in the districts' performance, 2) a less than collaborative respectful relationship with community boards and committees which has the ultimate effect of causing taxpayer unease surrounding school funding and direction.

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	X	<input type="checkbox"/>	<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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>

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): I was on the fence between Proficient and Needs Improvement, hence the comment. A-C are examples of items that are being done well and a positive testament to both the administration and the faculty. It would be unfair to rate them below proficient as our students are receiving very strong instruction. I have included needs improvement for items D&E and overall needs improvement because we have been unable to improve the climate in our middle and high schools and have made some progress at the elementary level. We are not providing effective evaluation of our faculty when climate is this poor and we have been unable to come to consensus on DDM's and the measurement thereof. While a lot of data is being used to assess the performance and needs of the faculty, is it the best and proper data? The collective faculty cannot perform at it's best when morale is low, and there is not the necessary level of collaboration on and respect for their input and ideas. Improvement in this process would engender more trust and respect for the administration.

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"/>	X	<input type="checkbox"/>	<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"/>	X	<input type="checkbox"/>	<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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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: There is a need for improvement in many of these areas if we are going to maximize the effectiveness of the monies we receive from the community and assure the continued generous funding support in the future. CPS and the RSD deserve the best faculty and administration possible given the dollars we spend.

- A better job of hiring, career coaching and growth can be achieved as it relates to administration and faculty.
- While much of the added evaluation is mandated by state and federal entities, the implementation in our schools seems stifling of both time and creativity. It is the administration's responsibility to make this process as unobtrusive to the job of teaching and interacting with students as possible.
- We have too many instances of grievances being filed by both teachers associations and community members. One or two instances is one thing and can be the result of isolated, uncommon incidents, but we have too many. This has a deleterious effect on morale and trust.
- The administration does a good job of balancing budgetary outcomes year to year. I think the district needs to undergo a thorough analysis of the entire budget with a group inclusive of school committee, faculty, administration and community members. The goal of determining why our costs are relatively high among like communities, what monies are expended on, procurement procedures, forecasting and alignment with mission and vision. The reason this is important is it will allow justifiable representation of the budgets to the community in a fully transparent manner.

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"/>	X	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
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: There is room for improvement in communication with families and community. Messaging is sometimes unclear, inaccurate and or not explanatory enough. The opportunity exists in our community in particular to garner support and experience through more open engagement with parents and community members. There is extensive knowledge and expertise in many areas that can be channeled to improve the overall educational experience in Concord and Concord-Carlisle. A perfect example is Stan Durlacher's work as chair of the High School Building Committee. Others live in our community with similar depth and experience in their areas of expertise who are willing and able to participate if they have the sense and experience of their work being sought after, appreciated and considered.

We need to improve our engagement with other areas of town government to ensure continued appropriate levels of funding and have an alignment of vision and long range planning that is cooperative and complimentary. There is too often an adversarial tone to our interactions leading to ineffective decision-making.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ 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: _____

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"/>	X	<input type="checkbox"/>
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"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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"/>	X	<input 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"/>	X	<input 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.	X	<input 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: This is an area affected by the same concerns that create low morale among the faculty. Collaborative engagement between the administration and faculty is in need of extensive improvement. There is an adversarial nature to the relationship now that is untenable. It is detrimental to the healthy functioning of the school system and will only further erode if it is not dealt with deliberately. The faculty is our most valuable and important resource. They are half of the faculty-student relationship, the only reason we have a school system. Improvement here is essential.

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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby _____
Evaluator: Jennifer Munn _____
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	Significant Progress	Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2014-15*)

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:

With the perspective of three full years of working closely with Superintendent Rigby, I can say unequivocally that her competence in and commitment to the vision, resources and operational management necessary for every student in both districts to have equal access to appropriate, personalized instruction, from among the state's finest faculty and staff, makes her a tremendous asset to the students, families and community members of Concord, Carlisle and Boston.

Under each section of this evaluation, I have noted evidence of the Superintendent's accomplishments this year. Highlights include:

- the development and support for a budget that restores previous cuts to instructional supplies and materials and professional development and meets all contractual obligations
- the successful principal search process for the Thoreau School and the hiring of an outstanding candidate who brings a fresh determination and a proven skill set to bring stability and leadership to the Thoreau community
- the strategic field testing of the PARCC assessment, thereby creating the opportunity to provide to DESE feedback and recommendations for the timing, content and other process considerations that will improve future assessments
- oversight of initiatives at CCHS to improve the working environment for teachers and administrators: the creation of the Time and Learning Committee, improvements to communications between the Department Chair Group, administrators, CCTA Leadership and faculty, a practice on the part of the administrators and CCTA leadership of identifying and solving issues early before they become major problems
- more opportunities for job-embedded professional development
- the expansion of standing committees and task forces, at all levels, to include more classroom teachers
- the pilot of a new math curriculum for the elementary schools, after review and recommendations from a task force comprising administrators, elementary teachers and the math department chairs from CMS and CCHS
- completion of the building construction phase of the high school project on budget, time and scope
- the smooth transition of faculty, students and staff into the new high school building

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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*):

From the reports, presentations and discussions on teaching and learning at each grade level at School Committee meetings, at presentations by the by the Director of Teaching and Learning and from discussions with other school committee members in comparable districts, it is clear that the Superintendent's vision and leadership with respect to curriculum development, instruction and assessment are exemplary. Over the past six years, an amazing amount of work has gone into efforts around designing new ways of making the curriculum accessible to all students through *Response to Intervention*. This work has allowed teachers at K-5 to raise the rigor of instruction and increase the ways in which they can respond to the learning needs and differences of high needs students, proficient students and high-achieving students. Evidence of the positive impact of this growth comes from the new Director of Teaching and Learning who offered insight into how far along CPS is compared with districts outside of Concord. Concord's advances in this area are also corroborated through conversations with educational leaders in other districts during EDCO meetings and events. The Superintendent is in classrooms every week and identifies areas for improvement and opportunities for replicating best practices and works closely with her administrative team to assure that best practices are modeled and coaching and professional development are available to increase everyone's performance.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

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"/>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>
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*): The school districts' budgeting process is complex and constrained by regulations. Budgets are built based on actual numbers from two years prior. Unfunded mandates, state funding changes and out of district tuitions for special needs students are variables that create tremendous pressure on limited resources. Through the adoption of financial and human resource systems and other efficiencies, the Superintendent and Deputy Superintendent have consistently reduced administrative costs in order to focus resources on teaching and learning. This past year, the Superintendent and Deputy Superintendent successfully oversaw the development of a budget that restored instructional supplies and materials, met contractual obligations and included adequate funding for professional development. They produced both a comprehensive budget book and a district performance book. Additionally, they oversaw the completion of building construction and the move into a \$92 million high school building project—all of which was on scope, on time and on budget. Each of the past three years, the districts' financials have been audited by an independent firm and found to be compliant and sound. The regional district continues to enjoy a Aaa bond rating from Moodys and has benefited from extremely favorable interest rates when issuing bonds associated with the high school building project.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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"/>	<input checked="" type="checkbox"/>
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 checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input checked="" type="checkbox"/>	<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"/>	<input checked="" type="checkbox"/>
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*): For the past three years, I have witnessed a consistent and sustained effort on the part of the Superintendent to improve communication and engagement among all stakeholders. The successful principal search for the Thoreau School and the smooth transition into the new high school are two examples this year of a strategic, sensitive and thoughtful approach to communicating and managing initiatives that had major impacts on students, teachers and community members and both were executed exceptionally well.

Examples of evidence superintendent might provide:

☐ Scale process report

☐ Participation rates and other data about school and district

☐ family engagement activities

☐ Evidence of community support and/or

☐ engagement

- ☐ 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: _____

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"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 district wide 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*): Both during informal conversations with teachers and in regular meetings, administrators and teachers report that both in tone and in substance there are improvements in the working environment at each of the schools. The most recent Tell Mass results show that the Superintendent exceeded her overall goals. There is more work to be done to get at the drivers of existing shortfalls in teacher satisfaction with working conditions, however, at the Region, every issue raised in the Labor and Management meetings that I attended was resolved to all parties' satisfaction. The Superintendent is committed to continuous improvement in this area. Her decision-making is appropriately centered on assuring every student has equal access to a high caliber classroom experience. She balances this priority with the needs of a highly talented and professional faculty and staff who offer the students of Concord, Carlisle and Boston their unique talents and passions and instills in them a love of learning.

- ☐ 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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: _____ Diana F. Rigby _____
Evaluator: _____ Kathleen G. Snook _____
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	Significant Progress	<input checked="" type="checkbox"/> Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	<input checked="" type="checkbox"/> Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	<input checked="" type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 2014-15)

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: Superintendent Rigby is an enthusiastic and dedicated forward-looking educator. Her tireless efforts to ensure the

I commend Ms. Rigby for her passion and commitment to education and especially to ensuring that our district recognize student differences and educate every student. Superintendent Rigby is a dedicated, tireless, enthusiastic, extremely competent and forward-looking educator. She truly puts students at the forefront of every decision that she makes. Her level of educational knowledge and expertise is reflected in the rating of "exemplary" in Instructional Leadership. Additionally, Ms. Rigby attained a rating of "exceeded" in her Student Learning Goal and several of her District Improvement Goals, as well as "exemplary" in many standard indicators.

A significant achievement this year for Ms. Rigby was the opening of the new Concord Carlisle High School. Ms. Rigby was instrumental in a seamless move from the old CCHS building to the new. She personally saw to many of the details and was on sight at the school building each and every day of the move week. As far as the building project itself, it was on scope, on time and slightly under budget. What an accomplishment!

Although not mentioned specifically in the ratings, I recognize the oversight Ms. Rigby had with regards to moving us toward a permanent school transportation facility. The efforts of Ms. Rigby and her staff in working with Town officials and the Select Board came to fruition with approval at Town Meeting to acquire the land for the facility.

Ms. Rigby continues with significant efforts and has made significant progress in addressing the areas identified in her previous evaluations as needing improvement. Specifically, she continued use of the application Your Voice Matters, monthly District Updates, information published in the local media, twitter and being out and about in every school building in the district to improve communication and engage the community. Ms. Rigby continues to work with school site leaders to address issues identified in the TELL MASS survey.

Ms. Rigby should continue to be a staunch advocate for, and to communicate, the District's mission and core values as she works to further build and strengthen a shared vision for education in our community.

Overall, Ms. Rigby is solidly performing at the Exemplary level in the Instructional Leadership Standard and at the Proficient level in the remaining three Standard Indicators. She collectively met her Professional Practice Goal, exceeded her Student Learning Goal and either met or exceeded all of her District Improvement Goals.

It has been a pleasure to work with Superintendent Rigby over the past year. She has positively influenced me both personally and professionally, and has taught me much about school leadership, management and operations. I look forward to another year of trying to keep up with her untiring and unwavering efforts to serve Concord's students, teachers and community.

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>		④
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"/>		④
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"/>	④	
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"/>		④
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"/>		④

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 Instructional Leadership Standard continues to be a strength for Superintendent Rigby. Teaching and learning is the central focus of Ms. Rigby's efforts. Ms. Rigby fully supports and empowers her administrative team. She provides our School Principals with the guidance, resources and assistance they need to make sound educational decisions and to support their own staff and faculty in designing effective and rigorous standards-based instruction. Ms. Rigby has worked tirelessly to implement the Educator Evaluation System and models that system through her practices in observing, providing feedback and evaluating her administrative team.

Ms. Rigby is truly dedicated to ensuring that all students in our Districts are fully engaged and making positive progress in their learning. The initiatives at both Alcott and CMS were extremely successful this past year in addressing the gap with some of our high-needs students. Additionally, the District continues to effectively use a variety of sources of evidence of student learning to address the needs of individual students, as well as provide feedback to various programs. Teachers use Response to Intervention (RTI) protocols to ensure appropriate actions to assist students' learning needs. Ms. Rigby has fully supported allocation of time for teachers to collaborate in their efforts to identify and respond to these learning needs.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Relevant school committee meeting agendas/materials |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data | <input type="checkbox"/> Student achievement data | <input type="checkbox"/> Protocol for school visits |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Other: _____ |
| | <input type="checkbox"/> Analysis of staff feedback | |

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"/>	<input checked="" 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"/>	<input checked="" 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"/>	<input checked="" 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 checked="" type="checkbox"/>
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 checked="" type="checkbox"/>
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):

In the Management and Operations Standard, Ms. Rigby's strongest areas are in the areas of Law, Ethics and Policy and Fiscal Systems. Ms. Rigby completely understands educational laws, policies and mandates. She ensures our Districts are in compliance with all state and federal laws and mandates, and yet also pushes back as needed when requirements have adverse educational impacts.

Ms. Rigby worked closely with her Deputy Superintendent for Finance and Operations to develop budgets for both CPS and CCRSD that Town Meeting supported. Her ability to respond to a multitude of questions from the Finance Committee and fully support the philosophy and specifics of the budgets was instrumental in the budgets passing. This was extremely important in a year when the District looked to make up for some previous years' shortfalls. We continue this year with a Aaa Moody's rating at CCRSD and both budgets were under the levy limit.

The crowning achievement for Ms. Rigby this year was the opening of the new CCHS. Throughout the process of the building project, Ms. Rigby was a strong and decisive manager and leader. Her management of the seamless move out of the old CCHS and into the new CCHS building was nothing short of amazing.

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

	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 checked="" type="checkbox"/>	
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 checked="" type="checkbox"/>
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"/>	<input checked="" 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 checked="" type="checkbox"/>
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*):

Ms. Rigby showed significant progress again this year in the Family and Community Engagement Standards. Ms. Rigby's focus is always on students and she recognizes the importance of home, school and community in the development of students. Ms. Rigby has continued her use of Twitter and Your Voice Matters as avenues of communication. Ms. Rigby meets monthly with the PTG Presidents to share ideas and disseminate information.

Ms. Rigby's monthly District Updates are educational and informative and just a small indication of all of the work happening in our Districts. Ms. Rigby is literally at more than 95% of all school related events to include concerts, plays, sporting events, art exhibits, ceremonies and even All Night Live. She is 100% dedicated to supporting all of the many diverse activities of our school community.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement
- ☐ 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: _____

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"/>	<input checked="" type="checkbox"/>
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 type="checkbox"/>	<input checked="" 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 stresses the mission of our Districts and our core values every single day. She models them in her commitment to high standards. Ms. Rigby continued work this year on improving communication and creating a shared vision. This work has resulted in significant progress in the Elementary Schools and some progress at CMS and CCHS. Ms. Rigby mentored her principals as they pursued additional inquiry into the issues of shared vision and communication as part of the professional culture at CMS and CCHS. She continues to meet regularly with staff and CTA/CCTA leadership to engage in collaboration.

Examples of evidence superintendent might provide:

☒ District and school improvement plans and reports

☐ District and school improvement plans and reports

☐ Staff attendance and other data

☐ Memoranda letters 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: _____

End-of-Cycle Summative Evaluation Report

Concord School Committee

Concord-Carlisle Regional District School Committee

June 2015

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Diana F. Rigby
Evaluator: Mary C. Storrs June 18, 2015
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	Significant Progress	Met	Exceeded
Student Learning Goal	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	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	<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"/>	X	<input type="checkbox"/>
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 2014-15)

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 receives my overall performance rating of PROFICIENT. She is incredibly passionate about the success of our students and works tirelessly to encourage them in a number of ways. Below are just some highlights of the year that occurred due to Diana's leadership.

- Diana continues to support innovative learning with programs such as Rivers and Revolutions and supplemental academic options for Boston students; she continues to back innovative learning even when results may be difficult to quantify.
- Students continue to achieve in the highest percentiles on standardized tests, earn top grades, and gain acceptance into the colleges of their choice.
- Diana has engaged in healthy discussions (both in the districts and with outside agencies) on curriculum, including PARCC testing and Common Core State Standards.
- While she is the first to acknowledge that the CCHS building project was a team effort, it should be viewed as one of Diana's crowning achievements and she deserves great praise for a job well done.
- Concord and Carlisle Town Meetings passed a CCRSD FY 16 budget that was within FinCom guidelines thanks in large part to Diana's leadership.
- The Town of Concord is moving forward with the land purchase required to ensure uninterrupted bus transportation.
- A number of collective bargaining agreements have been negotiated to conclusion.
- Diana continues to use a variety of social media and other outlets for both outgoing and incoming communications with stakeholders.
- Diana probably attends more school events than any parent! She cares deeply about our students and getting to know them individually.
- She continues to engage with the 8th grade students from Carlisle to improve communication across the district.
- The District has continued onto the next phase of the new educator evaluation system, including changes for DDM's and student/staff feedback.
- Over the last few years, Diana has taken active steps to respond to TELL Mass survey results, particularly focusing on teaching and learning conditions over the last year.

I look forward to working with Diana in 2015-2016 to continue on the path of excellence in our community!

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 2015, administration will provide multiple opportunities for teacher leadership and collaboration in building consensus for a shared vision, addressing teacher concerns, and making critical school/district decisions. (Standards I, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Student Learning						
2	Increase achievement for all students and narrow the achievement gaps for identified student groups. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement						
3	Provide students with a rigorous, coherent, and aligned preK-12 curriculum that includes a variety of authentic learning experiences, Common Core State Standards, assessment strategies, and use of digital tools. (Standard I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	Improve instructional strategies that promote student curiosity, critical thinking, communication, collaboration, and opportunities for innovation.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
5	Foster a respectful and empathic learning environment in which all students become more responsible and engaged citizens. (Standards I, II, III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
6	Increase professional collaboration including analyzing student work and progress, sharing instructional strategies, and providing job-embedded professional development that supports teaching and learning goals.(Standards I, II, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
7	Develop FY16 budgets to support educational excellence and enrollment growth while maintaining fiscal sustainability. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
8	Manage new CCHS Building project to completion and successfully move into the new building to resume classes on April 28, 2015.(Standards II, III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

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
District Improvement Plan (continued)						
9	Plan for bus parking and bus maintenance for uninterrupted services for 2015-16. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
10	Complete collective bargaining contract settlements with CTA, Secretaries, CCHS and CPS Building Service Workers and Maintenance. (Standard II)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
11	Build support, consensus, and community engagement around the district mission, core values, goals, challenges, accomplishments, and critical decisions using multiple communication strategies. (Standards III, IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	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.	<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"/>	X	<input type="checkbox"/>
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*):

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
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"/>	<input type="checkbox"/>	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.	<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"/>	X	<input type="checkbox"/>
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*):

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

	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"/>	X	<input type="checkbox"/>
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*):

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ 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: _____

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"/>	X	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<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 type="checkbox"/>	X	<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*):

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: _____