

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Laura Chesson _____
Evaluator: Composite _____ 5/19/2023 _____
Name Signature Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

<p>Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p>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.</p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>		Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exem plary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: 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*.

Comments:

This year's composite evaluation was somewhat challenging to formulate. Similar to the varying viewpoints within our community, there were multiple perspectives from the members of the School Committee. There was a clear consensus on a few areas of strength as well as agreement on opportunities for growth during the upcoming year. Any feedback in which 3 or more committee members agreed has been included in this section. Additional comments where less than 3 members agreed are included within the comment section for each specific standard.

Agreed areas of Strength

- Dr. Chesson was very proactive in communicating with the leadership in both towns this year, which was very helpful in the budget process. The Committee commends her for making herself available to town leadership and for communicating in a calm, informative and respectful manner.
- Dr. Chesson's Professional Practice goal this year was to onboard two new building administrators in their first year as a part of GDRSD. The Committee feels that she has done a tremendous job with this and has exceeded this goal.

Suggested Opportunities for Growth

- To the largest extent possible, Dr. Chesson should encourage and facilitate positive interactions with community and staff members and aim to find areas of common ground from which to help guide communication.
- Consider the DEI work that is being done in market basket districts and solicit input and/or feedback from the School Committee DEI advisory on DEI proposals .



Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		Assess what impact the current academic and social emotional supports are having on student learning, plan for addition/subtraction of supports where indicated by data for the FY 23 school year, and design a plan, based on data for the next two academic years for addition/subtraction of these supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Professional Practice Goal	Assist two new building leaders in becoming part of the GDRSD community including weekly meetings, providing written feedback, and coaching regarding supervision, evaluation, and community communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement Goal 1	Create a school culture and climate committee that will select and administer an instrument to assess overall school culture and climate. This committee will also analyze data, provide data analysis to school leadership, and provide feedback regarding action plans created by school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	Establish and implement district-wide focus of Acceptance, Belonging, Community, District-Wide supports, resulting in Equitable Outcomes for All Students. This will involve district-wide study of Power of Their Words, implementation of advisory at the pilot of Second Step Bullying Prevention Program, and elementary level full implementation of Responsive Classroom. All district programs will also be reviewed and expanded/modified where indicated by data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
District Improvement Goal 3	Work in collaboration with the School Committee DEI Advisory committee to examine school committee policies to ensure they align with the district core values and its work towards equitable outcomes for all students.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. <input type="checkbox"/> Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			

OVERALL Rating for Standard I: Instructional Leadership 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.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

1-B Instructional Leadership:

- The Superintendent has provided testing data to indicate the ongoing progress that has been made in ELA at the elementary and middle school levels, which is to be commended.
- During the upcoming year, the Committee would like to see data and information on how Readers and Writers workshops are teaching and supporting our learners.
- Dr. Chesson should be commended for the creation of the transitional think tanks that have been created to assist students making the transition from pre-K to K, 4th to 5th and 8th to 9th grades.

- The implementation of the Second Step curriculum was highlighted by a member as having the ability to create more emotionally resilient learners
- This year, Dr. Chesson and her team spent time analyzing middle school math scores to look for trends and potential areas to grow and improve. The Committee appreciates the work that has been done to date and would like to continue to see progress in the upcoming year.
- Administration has also spent time analyzing the high school math offerings to ensure that all students have access to optimal and desirable courses. This work should be continued during the upcoming year.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
OVERALL Rating for Standard II: Management & Operations 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

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

II-A Environment: This year Dr. Chesson has worked to create many new structures, procedures and initiatives, such as finalizing the bullying prevention plan, reviewing and fine tuning the investigative procedure, and creating a new field trip approval process. Although Dr. Chesson should be applauded for the effort involved in all of this, it was noted that the implementation of these procedures was somewhat inconsistent and inefficient and more work must be done.

II-E Fiscal Systems: Dr. Chesson and her team worked extremely hard to be proactively communicative with both towns during the budget process. Due to unforeseen budget overages, a tremendous amount of work was required by the administration to be able to deliver assessments that both towns were able to meet. The Superintendent was collaborative with town officials and made herself available to answer any questions that came up throughout the process. The Committee all agreed that her work in this area was outstanding.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<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"/> Focus Indicator (check if yes)	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Focus Indicator (check if yes)				
OVERALL Rating for Standard III: Family & Community Engagement 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.	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				
<p>III-C Communication: The Committee acknowledges the social, political and cultural environment in which we operate is extremely contentious, and therefore clear communication is not easy, though because of that, it is all the more important. The Committee commends Dr. Chesson for continuing to make herself available to any staff or community member who wishes to speak with her. She routinely invites and encourages individuals to meet with her, whether or not they take her up on that. All members agree that she sends out many forms of regular communication from the District to staff and to families. The Committee appreciates that there have been opportunities for members of the community to participate on advisory boards this past year and would like to see this continue and grow. In this way, the District can obtain ideas and feedback from community members to help foster a positive and collaborative environment.</p> <p>In the upcoming year, the Committee feels that the Superintendent should seek opportunities to engage in face to face communications with the community like hosting meet and greets or general open forums, or attending extra curricular functions. Additionally, the Committee encourages her to approach decision making on major issues like staffing or curriculum changes with a collaborative spirit and to make an effort to obtain feedback from staff and the community.</p>				

Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

<p>IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	X	□
<p>IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	□	□	□	□
<p>OVERALL Rating for Standard IV: Professional Culture 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.</p>	□	□	X	□
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</p> <p>IV-B Cultural Proficiency: As demonstrated in the evidence packet, Dr. Chesson has implemented numerous types of PD/PL for teachers this year as a part of ABCD=E to ensure that all students feel welcomed. Several members pointed out positive programs like World of Difference as evidence of good work that is being done. A suggestion for growth was to look at surrounding districts and consult with the DEI Advisory to see what work is being done around us that could also be beneficial in Groton Dunstable.</p> <p>IV-E Shared Vision: Overall, the Superintendent earned a rating of proficient in this standard. Things that she has had success with include sending frequent communication to the District, both staff and families. As previously stated, she makes herself available to anyone who asks to meet with her.</p> <p>Areas that the Committee encouraged continued work include engaging with all stakeholder groups such as SEPAC, faculty and staff, the DEI advisory and families, to get their specific feedback on various issues, and then including that feedback in the decision making process. The Committee encourages her to maintain her desire to constantly improve and to learn from past experiences.</p>				

