

**End-of-Cycle
Self-Evaluation Report
2021-2022
Kirk Downing, Superintendent**

End-of-Cycle Self-Evaluation Report: Superintendent

Superintendent: _____

Name

Signature

Date

Step 1: Assess Your Progress Toward Goals

Goal 1	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice	Create a comprehensive communication strategy to inform and actively engage the community on issues related to school district initiatives, governance, budget and policy.	☐	☐	☐	X	☐

Superintendent Comments and Analysis:

Communication has been a frequent term used in my first year as superintendent. It was my goal to increase the profile of the superintendent's office by making regular communications to our community and engaging them in the processes of the district. Communications is a constant work in progress as we look to improve our communications practice year over year. The entry process outlined this need and the steps taken this year have been cited as an improvement on past practice. During the entry process, communication and transparency were identified as critical areas for improvement from the superintendent's office. Areas cited in the report on entry findings included

- Consistent communication practices
- Timely notification
- Opportunities to discuss observations, wonderings, and important questions
 - Forums
 - Educational workshops
 - Personal connections
- Effective communication tools with multiple pathways (Web site, SMS testing, email, social media, etc...)

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- Coordinated communications across towns and levels in the school system so information is readily available and easy to access
- Develop a social media presence to push out district communications and acknowledgements

The NRSDSC communication survey results indicated that the majority of constituents want timely information on a weekly basis. The overwhelming majority of respondents cited the communications from the superintendent were clear, concise, readable, understandable, timely and easily accessible. Here is a link to the [weekly communications](#).

Throughout the entry process a multitude of community meetings/forums were conducted to solicit thinking from community members and listen to their observations and claims about the school system. Evidence is cited in the weekly communications. The meetings included:

- Four community forums on entry 9/27, 10/12, 10/27, 12/8
- Three appearances to the NRSD SEPAC 9/23, 12/13/, 2/7
- One appearance to DEARJ 2/2
- One appearance at NASJA (Nashoba Area Social Justice Alliance) 4/28
- One appearance at the Nashoba Rotary 1/20
- Two school building committee community forums 3/30, 4/25
- Initiated a joint finance committee meeting to communicate a consistent message to the three towns on how the budget was built 2/16
- Presented to the budget and warrant committee an in depth analysis of how each town is assessed it's proportion of the school budget. 1/24
- Hosted five strategic planning virtual forums (community, staff, town leaders, school committee) 4/6 and 4/14

In addition, the meetings were supplemented with survey data

- Collected survey data for strategic planning from community, staff, students and town leaders
- Collected [survey data for entry](#) focused on the same questions asked in the [community forums](#)
- Collected [survey data for ESSER III](#) grant implementation
- Partnered with the communications sub committee on collecting [communications survey data](#)
- Masking survey August '22: [faculty and staff](#)
- Masking survey August '22: [community](#)

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A multitude of individual meetings with families occurred throughout the year as well. Many of those meetings were specific to individual scenarios and used as opportunities to learn about our school system

Currently the new web page refresh is under construction and will be launched with a goal of August 1, 2022. The NRSD web site committee has selected a new web template and is being populated with content. It will include calendar improvements, a more efficient structure making information easier to find, and easy links to school based information.

The social media communications presence needs to be defined and planned. Standards for content, frequency, and job responsibility needs to be decided. The social media presence will be ready for the 2022-2023 school year.

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Goal 2	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning	By the conclusion of the 2021-2022 school year, we will implement a kindergarten through eighth grade benchmark assessment platform to measure student achievement on priority standards in reading and math. The implementation will result in 100% of k-8 students being assessed in three benchmark windows (fall, winter, spring) during the 2022-2023 school year.	☐	☐	X	☐	☐
Superintendent Comments and Analysis: During the 2022-2023 school year, the schools in Lancaster, Mary Rowlandson Elementary and Luther Burbank Middle School, piloted the Renaissance Learning Star 360 assessments for Math and ELA. The tools are exactly what we need to create a comprehensive assessment pyramid based on state standards that will be used to set goals and create individualized plans for students. All the steps for initial implementation will be achieved by the close of school 2022. To date the following activities have been completed. • Introductory training from Diane Houle of Renaissance Learning 10/14 • Pilot implementation at MRE and LBMS • Review of pilot implementation and discussion with leadership team 3/24 • Contract secured for FY23-FY25 Activities still to complete in the Rollout Plan • Train the trainers from Renaissance Learning:5/20 • Train faculty and staff: May faculty meetings • Implementation in grades K-8: May 31st- June 10th • Presentation of test data to school committee September 2022 • STAR 360 Assessments						

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Goal 3	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement	Engage the Nashoba learning community to create a strategic plan that details the instructional, operational, and fiscal vision of the school district for the next five years.	☐	☐	X	☐	☐
Superintendent Comments and Analysis: During the first year of my tenure with the Nashoba Regional School District I have engaged in an entry process that will culminate in a five year strategic plan for the school system. The strategic plan will be the compass of the district as we prioritize school committee, superintendent, administrator, school, and educator goals. The plan will include actionable items related to each objective. All work toward this goal will be achieved by the close of school 2022. To date the following steps have been completed: Entry Plan Report on Entry Presentation Report on Entry Findings On April 26th, the strategic planning team conducted the first session of five sessions to craft the plan. The remaining dates for strategic planning are May 11th, May 25th, June 2nd, and June 9th. The draft strategic plan will be presented to the school community at the June 15th school committee meeting. This will allow us to understand the priorities of the district and be a guiding document for creating goals in the FY23 school year. Hosted five strategic planning virtual forums (community, staff, town leaders, leadership council and school committee) 4/6 and 4/14						

Step 2: Assess Performance on Standards

Standard I: Instructional Leadership

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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Weekly school visits and classroom observations Entry findings Curriculum planning guidelines K-5 Literacy curriculum grid Curriculum mapping grades 6-8 lead by teaching and learning Renaissance Learning Rollout Plan STAR 360 Assessments	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
1-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort	Does not ensure that instructional practices across schools and content areas reflect high	Supports instructional practices in some schools or content areas that reflect high expectations, engage all	Monitors and supports principals and instructional staff through observations and feedback to ensure that	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices

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and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness	expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	instructional 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. Weekly school visits and classroom observations • Mondays- Bolton • Tuesdays-Stow • Wednesdays-NRHS • Thursdays-Lancaster Administrator walkthrough protocol NRHS Educational Visioning workshop	throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.
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Overall Rating for Standard I	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Superintendent Comments, Evidence and Analysis

The evidence provided for the curriculum and instruction standards are cited in the proficient column above. During the first year, it was important for me to observe and measure the state of curriculum and instruction in the school system. Surveys and forums certainly provided me with information and I complimented that information with regular visits to school to conduct learning walks. Embedded within curriculum and instruction is a comprehensive

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assessment model. As stated in my goals, the advent of Renaissance Learning Star 360 is the start to building a robust assessment strategy that will inform our teachers of necessary curriculum adjustments and instructional improvements.

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, and emotional and social needs of students throughout the district, as evidenced by: • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students.	Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.	Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.	Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by: • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. Weekly school visits and classroom observations Weekly cabinet meetings (Mondays) Monthly principal meetings (1st Thursday)	Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by: • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.

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			Monthly administrative council meetings (3rd Thursday) Monthly NREA leadership meetings (3rd Thursday) Monthly Faculty advisory meetings (4th Thursday) Published safety and health protocols. Weekly COVID safety checks Consultations with Nashoba Boards of Health Consultations with Dr. Coleman COVID data dashboard	
II-B. Human Resources Management & Development: Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice, as evidenced by districtwide systems that support: Hiring and retaining a diverse workforce;	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice, as evidenced by districtwide systems that support: - Hiring and retaining a diverse workforce; - Comprehensive induction supports for new educators;	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district's mission and meet the learning needs of all students, as evidenced by: - comprehensive induction supports for all new educators; - job-embedded professional learning that (a) reinforces district goals, (b) results in

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• Comprehensive induction supports for new educators; • Job-embedded professional development aligned with district goals; and • Distributed leadership opportunities to support educator career growth.			• Job-embedded professional development aligned with district goals; and • Distributed leadership opportunities to support educator career growth. Center school principal search Screening interviews 3/25 Panel interviews 3/30 Site visit 3/30, 4/3, 4/4 Crafting learning liaison positions to meet needs of students absent due to COVID Entry plan proposal to create a stronger “bench” of professionals to step in when a colleague is out or leaves the organization. • Crafted assistant business and operations director	high-quality and effective practice; and • formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.
Overall Rating for Standard II	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

Superintendent Comments, Evidence and Analysis

The key to environmental assessments is presence. This year I prioritized making myself available to administrators, faculty and staff in my weekly visits to schools. Those visits also set the tone for fostering positive relationships with our employees. It also gave me a chance to see the operations of the schools on a daily basis to assess if they are being managed effectively.

I also crafted a tiered meeting structure to ensure we stayed on top of important work throughout the year as we were dealing with the shifting regulations related to COVID-19 safety protocols. Each week I met with my cabinet team to assess the state of our schools. In my weekly visits I followed up with the principals and how implementation of the protocols was going. Once per month we met as a principal team to review plans, make adjustments and craft communications. In the administrative council, we examined the impact of those protocols and assessed what was needed and what needs to go.

Human resource management has been a struggle during the pandemic. Substitute teachers are virtually non-existent and the team had to craft ways to manage their people to ensure the safety of students in the environment. To assist with students out on COVID related issues, we established the learning liaison positions to provide instructional support doing work at home. Those positions have been beneficial in that it kept a home school connection going while students were out.

Due to unforeseen reasons, I led the planning and execution of the Center School principal search this year. Typically this is the work of the human resources director and I had to step up to feel that need temporarily. I am proud to say, we have found an outstanding candidate for Center School for 2022-2023 and beyond.

Finally, my entry report pointed out the need to develop bench strength within the system to account for members of the team who are out on leave or decided to leave our school system entirely. Out of need, I hired an assistant business and operations director to complete the remainder of the year and set us up for success in the future. I want to replicate that model for human resources, pupil personnel services, and facilities as well. That design will be discussed in the strategic plan process.

Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance, that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values. Four community forums on entry 9/27, 10/12, 10/27, 12/8 Three appearances to the NRSD SEPAC 9/23, 12/13/, 2/7 One appearance to DEARJ 2/2	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.

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			One appearance at NASJA (Nashoba Area Social Justice Alliance) 4/28 One appearance at the Nashoba Rotary 1/20 Two school building committee community forums 3/30, 4/25 Initiated a joint finance committee meeting to communicate a consistent message to the three towns on how the budget was built 2/16 Presented to the budget and warrant committee an in depth analysis of how each town is assessed it's proportion of the school budget. 1/24	
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			Hosted five strategic planning virtual forums (community, staff, town leaders, school committee) 4/6 and 4/14 Collected survey data for strategic planning from community, staff, students and town leaders • survey data for entry • community forums • survey data for ESSER III • communications survey data • Masking survey August '22; faculty and staff • '22: community	
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Overall Rating for Standard III

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

Superintendent Comments, Evidence and Analysis

The entry process taught me that all sectors of the organizational community wanted improved communications in content and frequency. The evidence cited above outlines the steps I've taken in my first year to provide that to the community. This summer we will launch our new web page design as well as a social media platform. We will work on developing job responsibilities to those tasks and provide a report to the school committee in the fall of 2022.

Comments from the communications goal.

Communication has been a frequent term used in my first year as superintendent. It was my goal to increase the profile of the superintendent's office by making regular communications to our community and engaging them in the processes of the district. Communications is a constant work in progress as we look to improve our communications practice year over year. The entry process outlined this need and the steps taken this year have been cited as an improvement on past practice.

During the entry process, communication and transparency were identified as critical areas for improvement from the superintendent's office. Areas cited in the report on entry findings included

- Consistent communication practices
- Timely notification
- Opportunities to discuss observations, wonderings, and important questions
 - Forums
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Throughout the entry process a multitude of community meetings/forums were conducted to solicit thinking from community members and listen to their observations and claims about the school system. Evidence is cited in the weekly communications. The meetings included:

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In addition, the meetings were supplemented with survey data

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- Collected [survey data for entry](#) focused on the same questions asked in the [community forums](#)
- Collected [survey data for ESSER III](#) grant implementation
- Partnered with the communications sub committee on collecting [communications survey data](#)
- Masking survey August '22: [faculty and staff](#)
- Masking survey August '22: [community](#)

Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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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, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	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, as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff. Professional Development on diversity equity and inclusion March 18, 2022 District Book Read "Equity by Design" Katie Novak and Mirko Chardin Led the Nashoba Portrait of a Graduate initiative focused on learning competencies	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
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			Community emails on cultural/religious traditions	
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Overall Rating for Standard IV	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Superintendent Comments, Evidence and Analysis

During the entry process I learned we have a lot of work to do regarding diversity, equity, and inclusion in our school system. It should be our goal that every individual has a sense of belonging in the school system and be allowed to live life as their true self. To do that we have work to do. The strategic plan will be an important document in defining that objective and laying out the roadmap for improvement.

The evidence cited here represents some steps we did take this year in professional development across the school system. It is also important to note the portrait of graduate work will be a foundational element for strengthening the cultural proficiency of all members of the school system. One of the competencies identified is to be a culturally competent global citizen, which means we need to build skills in our students that will allow them to navigate a variety of environments outside this community with success and an appreciation of others.

Step 3: Highlight Overall Summative Performance

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Comments

Superintendent Comments:

In my first year as superintendent of the Nashoba Regional School District, I have dedicated myself to deeply understanding the culture, values, and vision of this community. The entry plan process was an extensive process that required me to talk with constituents around the school system about the things they hold close to their heart as a priority. This self reflection represents a slice of all the things I did this year to make the Nashoba Regional School District a better place today than it was on July 1, 2022. It is my desire to adopt the mindset of continual improvement year over year to lead this school district to greater places and give our students the agency to make responsible choices that contribute meaningfully to their communities.