

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Chris Campbell _____
Evaluator: Luis Pizano, Chair _____ 5/26/25 _____
Name Signature Date

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

Professional Practice Goal	<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
Student Learning Goal	<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
District Improvement Goal 1	<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
District Improvement Goal 2	<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

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 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"/>

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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:

Dr. Campbell has had a great year. The families, students, and Plymouth community at-large should continue to feel fortunate to have Dr. Campbell at the helm of the district and its schools. He has worked hard to ensure every student receives a quality education and he does an excellent job of keeping the community engaged and supportive of the district's needs and priorities.

As Superintendent, Dr. Campbell has demonstrated strong leadership and strategic vision in advancing key district priorities throughout the 2024–25 school year. Across all four goals, there has been clear, proactive engagement with a wide range of stakeholders, a commitment to data-informed decision-making, and a focus on transparency, equity, and operational efficiency. The district made exemplary progress in reducing chronic absenteeism through targeted interventions and community partnerships, while communication around financial matters reflected a comprehensive and multi-faceted approach to building public trust. Efforts to restructure transportation systems were methodical and collaborative, setting the district on a clear path toward future cost savings without compromising service quality. The integration of DEIB practices throughout the schools further illustrates a deep, systemic commitment to fostering an inclusive environment that empowers all members of the community.

The material evidence available provides a strong and compelling case that the district is moving in the right direction, and that Dr. Campbell is taking the necessary actions to achieve the district's lofty objectives. Moving forward, the district would benefit from increasing the incorporation of measurable, quantitative outcomes to better capture the impact of the district's initiatives. It must be noted that the Committee is very encouraged by the district's progress and fully supports Dr. Campbell in continuing his current efforts and strategies to enhance the district's educational services and improve operational efficiency. The addition of clear metrics, such as engagement survey results, participation rates, cost savings achieved, or equity gap closures, would further strengthen future evaluations and showcase the full success of Dr. Campbell's leadership.

Additionally, the Committee supports continued pursuit of paused initiatives, such as the Comprehensive Equity Audit, and ongoing emphasis on sustaining and scaling initial successes will help the district maintain momentum.

Overall, Dr. Campbell's work this past school year reflects a high level of dedication, thoughtful planning, and meaningful progress in advancing the district's mission.

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	I-C, I-E, I-F, II-E, III-A, III-C, IV-A, IV-B, IV-D	During the 2024-25 school year, the Superintendent will work with stakeholders to reduce chronic absenteeism by 5%. This will be achieved through targeted data analysis, personalized support plans, and community engagement. Strategies will focus on addressing cultural, socioeconomic, and systemic barriers to attendance, with an emphasis on measurable outcomes and actionable interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 1	III-A, III-B, III-C, III-D	By the end of the 2024-25 school year, the Superintendent will enhance community understanding and support for the school department's budget through comprehensive communication and transparency initiatives. Success will be measured by increased community engagement and improved perceptions of financial transparency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
District Improvement Goal 2	I-A, I-B, I-C, I-D, I-E, I-F, II-A, II-C, III-C, IV-A, IV-B, IV-CIV-D, IV-E	By the end of the 2024-25 school year, the Superintendent will work with key stakeholders to strategically analyze and implement initiatives aimed at reducing overall transportation expenses within the district over the next three years, enhancing operational efficiency while maintaining high standards of service for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	II-B, IV-B	Engaging all relevant stakeholders, the Superintendent will enhance and integrate diversity, equity, inclusion, and belonging (DEIB) practices across all levels of Plymouth Public Schools to create an equitable learning environment that empowers every student, staff member, and community member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Decision-making 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 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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Overall, the district is demonstrating efforts to make instructional changes at all grade levels to improve student outcomes, and subsequently measure, compare, contrast, and modify best practices to meet the needs of the district’s student population. It is clear that Dr. Campbell actively communicates and expects on-going instructional improvement in all areas from the district’s administration and staff.

A key highlight was that Dr. Campbell not only achieved but substantially exceeded the goal of reducing chronic absenteeism by 5%. Through a strategic focus on data-driven practices, personalized interventions, and community partnerships, the district reduced the overall chronic absenteeism rate from over 16% to 9.3% year-to-date. This represents exemplary progress, especially when compared to national trends where chronic absenteeism remains a persistent challenge. Dr. Campbell’s leadership in addressing cultural, socioeconomic, and systemic barriers has resulted in measurable and meaningful improvement, positioning the district as a model for others aiming to improve student attendance and engagement.

One potential opportunity for improvement is tailored instruction for the district’s growing minority & international population – the district should, if not already doing so, evaluate data to align instruction to the specific needs of these students and to also understand if & how the district is making progress in meeting their specific and unique needs.

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"/>	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<p>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.</p> <p><input type="checkbox"/> Focus Indicator (check if yes)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p>OVERALL Rating for Standard II: Management & Operations</p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<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>Overall, Dr. Campbell’s efforts represent exemplary practice in promoting transparency and fostering public trust. There is ample evidence that Dr. Campbell and his administrators are carrying out a robust and thoughtful qualitative approach to transparency and engagement. Dr. Campbell is adept at gaining the community’s support of the district’s vision, mission, and future needs. He untiringly communicates with stakeholders at every level, resulting in support and advocacy from residents throughout Plymouth. This widespread support is clearly evidenced by the overwhelming support the district receives from Town Meeting members during Town Meeting activities. Dr. Campbell’s gentle approach combined with hard data results in a school system which continues to serve the district’s students and families with state-of-the-art and best practice-driven educational services.</p> <p>Dr. Campbell has demonstrated an exemplary commitment to enhancing financial transparency and community engagement regarding the district’s budget. Through a comprehensive and multi-platform communication strategy — including regular financial reports, real-time digital updates, comparative budget analyses, educational campaigns, media partnerships, and active collaboration with local government — the district has significantly expanded public access to and understanding of school finance processes. Dr. Campbell and key administrators such as the district’s business administrator have also gone above and beyond in making themselves available to stakeholders in the community to walk through the district’s operational budget in detail.</p> <p>Another management and financial highlight is Dr. Campbell’s strong and strategic progress toward achieving the goal of reducing the district’s transportation expenses over the next three years while maintaining high service standards. By launching a comprehensive transportation study in partnership with MAPT, conducting extensive stakeholder interviews, reviewing key financial and operational documents, supporting and advocating for legislative changes at the state level, and enhancing public engagement and service transparency, the district has laid a solid foundation for future improvements which could yield significant financial dividends.</p> <p>In dealing with inevitable personnel issues, Dr. Campbell has demonstrated a high level of professionalism, providing as much transparency as possible, and keeping the Committee appropriately informed.</p>				

The initiatives undertaken to date demonstrate a thorough, thoughtful, and proactive approach to managing the community's tax dollars. The Committee commends Dr. Campbell for driving a collaborative, data-informed process and for fostering transparency with the community. Overall, the work is on track to meet and potentially exceed the intended outcomes once implementation begins.

Finally, a recommendation for future years is to increase the incorporation of measurable outcomes into initiatives to allow the Committee to better validate success. Quantitative data, such as survey results or specific metrics on increased engagement, will allow for enhanced assessment of the district's efforts and success in improving community perception.

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 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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Dr. Campbell places a high priority on engaging families and the community in the education process and understands the clear connection between family engagement and student success. This priority is also demonstrated clearly by Dr. Campbell's administrative team. In assessing the annual school improvement plans (SIP) presented by the district's principals during this school year, the Committee noted that maintaining or improving family involvement is consistently a top priority, as the Committee believes it should be.

While pages could be written about the many family and community events held throughout the district which make Plymouth Public Schools a special district, a clear highlight is the annual Children's Business Fair. This event celebrates our students' accomplishments while also educating families. The positive experience strengthens the connection between families and the district.



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 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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<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"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/> Focus Indicator (check if yes)	□	□	☒	□
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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.	□	□	☒	□
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Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Dr. Campbell has demonstrated a clear commitment to maintaining a positive professional culture in the district. This commitment begins with the expectations of his senior administrators and cascades down to all of the district’s faculty and staff. Dr. Campbell keeps both the Committee and community appropriately informed of activity in the district and has earned the unwavering support the Committee.

Dr. Campbell has made significant and meaningful progress toward the goal of enhancing and integrating DEIB practices throughout Plymouth Public Schools. By engaging a wide range of stakeholders - including administrators, educators, students, and community partners - the district has effectively woven DEIB principles into curriculum design, school culture, student engagement initiatives, athletics, and career programming. The intentional focus on multilingual families, immigrant communities, and underrepresented groups reflects a comprehensive and inclusive approach. Dr. Campbell has set the bar high in his expectations for the district’s minority populations and in doing so the district’s staff is strongly focused on DEIB practices and respect for all cultures.

While funding limitations led to the temporary pause of the Comprehensive Equity Audit, the district's continued work in embedding DEIB into the district’s strategic objectives and subsequent School Improvement Plans and using student performance data to guide equity actions demonstrates resilience and dedication to sustaining momentum.

While the evidence provided is primarily qualitative, it highlights significant systemic shifts and stakeholder engagement which support the district’s objectives. The Committee notes that the inclusion of additional quantitative outcomes would further strengthen the evaluation. Overall, the Committee commends Dr. Campbell’s efforts and believes the evidence illustrates a strong and ongoing commitment to building an equitable learning environment for all. The Committee looks forward to continued progress.