

End-of-Cycle Summative Evaluation Report: Superintendent

Summary Page – 2016-2017

Superintendent: Pam Angelakis _____
NAME SIGNATURE DATE

Evaluator: School Committee _____ July 2017
NAME SIGNATURE DATE

STEP 1: Progress Toward Goals - Complete pages 7 & 8 first: check one for each set of goal(s).

	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)		X			
Student Learning Goal(s)				X	
District Improvement Goal(s)				X	
Other Goal(s)			X		

STEP 2: Performance on Standards - Complete pages 3-6 first: check one box to summarize each standard.

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			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture			X	

STEP 3: Rate Overall Summative Performance

Based on Performance on Goals (Step 1) & Standards (Step2) ratings. Check one box.

Unsatisfactory Needs Improvement Proficient Exemplary

STEP 4: Rate Impact on Student Learning - Check one box.

Low Moderate High

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 a Student Impact Rating of High or Low.

Comments:

Progress Towards Goals:

Professional Practice Goal – Some Progress

During the 2016-2017 school year, data will be collected and professional practices and superintendent's vision shared to ensure that the administrative team demonstrates a shared vision of excellence in teaching practice and consistency in administrative Professional Learning Walks

School Committee evaluated this goal as attaining some progress. All evaluators expressed the wish that more had been accomplished towards the goal however all also expressed an understanding that this goal was impeded by teacher contract negotiations. The nature and dynamics of contract negotiations is not conducive to implementing new procedures. All committee members expressed the need to keep focus on this goal into the next year.

Student Learning Goal – Met

I will continue to support the district priority of Psychological Safety to meet both faculty and student needs.

School committee unanimously credited Supt. Angelakis with the highest level of commitment to meeting the needs of all students and focusing on psychological safety. This dedication can be found at all levels within our district and begins at the top with Ms. Angelakis. The success of the Harbor and Swift programs at the High School and the plans to roll those programs out to the Middle School are stellar examples.

District Improvement Goal 1 – Met

During the 2016-2017 school year, we will analyze the content areas of Mathematics and Science bringing forth preliminary recommendations by February, with the goal of implementing by September of 2017.

Evaluators are satisfied to see the commitment to the areas of math and science.

District Improvement Goal 2 – Significant Progress

During 2016-2017 school year, the focus will be on building a technology team to create a Technology Vision for the future of the Swampscott Public Schools.

The School Committee members were all in agreement that significant progress was made toward this goal. The need for a technology plan has been repeatedly voiced by all members of the committee and has continued to be a high focus area. This year a new team was assembled with existing staff members who have made significant achievements in this one year. The work towards the much needed tech plan is gratifying to see and gives hope to the committee that this will soon be a reality. All members of the committee also recognize that his work was interrupted by the need to switch focus mid-year to the new state mandated online MCAS. This required the entire team to turn its attention to ensuring that hardware, software, internet access and training was completed so that the testing could be implemented as required. This had a large impact on the amount of progress that could be made on the Technology Vision.

Standards:

Superintendent Angelakis ranked Proficient on all four Standards – Instructional Leadership, Management and Operations, Family and Community Engagement and Professional Culture.

See individual committee members evaluations for full remarks.

Some Highlights: (condensed)

Suzanne Wright

Once again, ambitious goals were set for Ms. Angelakis. And although all the goals were not completely met, Ms. Angelakis' performance on the standards shows that she continues to be a strong leader, specifically her management and operation skill set continually being refined and strengthened.

I am confident that due to Ms. Angelakis' leadership, shifts in the District's culture are occurring- expectations and results of work across all levels of staff are continuing to rise. Change in education is slow and it has taken dedication and consistency to enact many of the changes that have, and will continue to have, a positive impact on the SPS.

Gargi Cooper

Ms. Angelakis continues to work with her leadership team to set a high standard of excellence and professional standards throughout the district.

Ms. Angelakis has been clear, consistent, and effective in balancing the constrained resources of our schoolsto benefit all students. She has been realistic, sensible, cooperative, and direct. She continues to work well with our town administrator and maintains internal operations and external relationships within the districtand town offices. Ms. Angelakis continues to work closely with town government to communicate the needsof the school district. This is evident by the unprecedented increase the school received in the school budgetthis year.

She also has submitted the SOI for 2 new schools with her work with the K-12 task force which has continued to help engage community stakeholders while working through the need for new school buildings in town.

Amy OConnor

I am very pleased to see the consistent progress that Supt. Angelakis is making for our school district. She is steering the district in a direction of personal accountability and educational rigor. She accomplished accomplished a lot with the completion of contract negotiations, the development of new programs, the handling of multiple personnel difficulties, and the ever present problems of antiquated facilities.

Carin Marshall

Superintendent Angelakis continues to showcase her leadership skills within the many varied facets of superintendent responsibilities. Under her leadership the district is well poised to reach new heights. She has forged excellent relations with town government and various committees and community organizations. She has a level of respect and rapport with other districts that is admirable and allows for collaboration and sharing of best practices.

Superintendent Performance Rating for Standards

Superintendent Performance 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.

Insert the "Proficient" description from the Elements and/or Indicators for Standard I that your committee has identified in the Superintendent Evaluation document here.
Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1 Instructional Practices: While observing principal practice and artifacts, ensures that principals identify a variety of effective teaching strategies and practices when they observe practice and review unit plans. (PPP, DIG-4)		x		
I-D-1 Educator Goals: Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. (PPG)			x	
I-D-4 Alignment Review: Consistently reviews alignment between judgment about practice and student learning data and provides guidance to administrators to make informed decisions about educator support and evaluation based upon this review. (PPG)			x	
I-E-2 School and District Goals: Uses data to accurately assess school and district strengths and areas for improvement to inform the creation of focused, measurable district goals. Provides support to principals in their efforts to create focused, measurable school goals. (DIG-3,4)			x	
I-E-3 Improvement of Performance, Effectiveness & Learning: Uses multiple data sources to evaluate administrator and district performance. Provides administrators and administrator teams with the resources and support to disaggregate assessment data and assists them in identifying students who need additional support. (PPG, SLG, DIG-4)		x*	x*	
Overall Rating for Standard I:				
Unsatisfactory	Needs Improvement	Proficient	Exemplary	

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

I-B-1 – Instructional Practices - related to the professional practice goal, this was rated Needs Improvement based on the Professional Walkthroughs not being implemented though all committee members understand that negotiations made this difficult if not impossible this year.

I-E-3 *Evaluators were split evenly on this element (two proficient and two needs improvement)x. Comments indicate that where needs improvement was selected there were extenuating circumstances limiting the superintendents ability to perform that function as well as thoughts that this element was not written such that is could accurately reflect the work done.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for Standard II: Management and Operations

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
<p>Insert the "Proficient" description from the Elements and/or Indicators for Standard II that your committee has identified in the Superintendent Evaluation document here.</p> <p>Check one box for each indicator and circle the overall standard rating.</p>				
<p>II-A-2 Operational Systems: Develops systems and procedures for the effective supervision and support of custodial, clerical, food services, and other staff effectively so that the campus is clean, attractive, welcoming, and safe. (DIG-4)</p>			X	
<p>II-A-3 Student Safety, Health and Social Emotional Needs: Supports administrator teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training for administrators to uphold these expectations. Establishes district-wide routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being. (SLG)</p>				X
<p>II-B-2 Induction, Professional Development and Career Growth Strategies: Develops district-wide induction support for new administrators and teachers and/or faithfully implements the district's induction strategy; organizes high-quality job-embedded professional development aligned with district goals; and supports the career growth of effective professional personnel by distributing leadership tasks, developing criteria for the awarding of professional status, and monitoring progress and development. (PPG, SLG)</p>			X	
<p>Overall Rating for Standard II:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> Unsatisfactory Needs Improvement Proficient Exemplary </div>				

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

II-A-3 All evaluators remarked on the tremendous leadership shown in the area of psychological safety and the success the district has made in this past year earning Supt. Angelakis an exemplary rating on this element.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for Standard III: Family and Community Engagement

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 school and district.

Insert the "Proficient" description from the Elements and/or Indicators for Standard III that your committee has identified in the Superintendent Evaluation document here.
Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1 Family Engagement: Provides resources and support for all personnel to use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works with administrators to identify and remove barriers to families' involvement, including families whose home language is not English. (SLG)			x	
III-A-2 Community and Business Engagement: Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. (DIG-4)			x	
III-B-1 Student Support: Provides resources and support to enable administrators and educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates with administrators to support families to address student needs, utilizing resources within and outside of the district. (SLG)				x
Overall Rating for Standard III: <div style="display: flex; justify-content: space-around; text-align: center;"> Unsatisfactory Needs Improvement Proficient Exemplary </div>				

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

III-B-1 Again, the evaluators commend Supt Angelakis for the highest level of support and attention given to addressing the needs of all students – academic, social, emotional and behavioral - and focusing on making learning successful for every child regardless of circumstances. Exemplary rating for student support.

Superintendent Performance Rating for Standards

Superintendent Performance Rating for Standard IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Insert the "Proficient" description from the Elements and/or Indicators for Standard IV that your committee has identified in the Superintendent Evaluation document here.

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1 Commitment to High Standards: Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. (PPG, DIG-3,4)			X*	X*
IV-E-1 Shared Vision Development: At all grade levels, continuously engages administrators, staff, students, families, and community members in developing a vision focused on student preparation for college and career readiness, civic engagement, and community contributions. (DIG-3)			X	
IV-F-3 Consensus Building: Builds consensus within the school district community around critical school decisions, employing a variety of strategies. (DIG-4)			X	
Overall Rating for Standard IV:				
Unsatisfactory	Needs Improvement	Proficient	Exemplary	

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

IV-A-1 Evaluators were split evenly on this element between proficient and exemplary. Comments for an exemplary rating focused on the Superintendents strong consensus building with the administrative staff as well as with School Committee with the ultimate goal of reaching all our district objectives.

Remarks also include the high value places on ensuring science is a high priority in the district and committing to STEM initiatives and a 4 year course of study at the high school. Showcasing a shared vision and professional culture between math and science departments.

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.

		Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice Goal(s)						
1	During the 2016-2017 school year, data will be collected and professional practices and superintendent's vision shared to ensure that the administrative team demonstrates a shared vision of excellence in teaching practice and consistency in administrative <i>Professional Learning Walks</i> .		x			
1A						
Student Learning Goal(s)						
2	I will continue to support the district priority of <i>Psychological Safety</i> to meet both faculty and student needs.				x	
2A						
District Improvement Goal(s)						
3	During the 2016-2017 school year, we will analyze the content areas of Mathematics and Science bringing forth preliminary recommendations by February, with the goal of implementing by September of 2017.				x	
4	During 2016-2017 school year, the focus will be on building a technology team to create a <i>Technology Vision</i> for the future of the Swampscott Public Schools.			x		