

End-of-Cycle Summative Evaluation Report: Superintendent

Summary Page

Superintendent: Pam Angelakis _____
NAME SIGNATURE DATE

Evaluator: Carin Marshall Carin Marshall 6-30-15 _____
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) | | | | | |

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 | Developing | 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 | |

*for the level of experience attained

STEP 3: Rate Overall Summative Performance

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

Unsatisfactory Developing 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, Developing, or Unsatisfactory or a Student Impact Rating of High or Low.

Comments:

Superintendent Angelakis, while a new Superintendent, is not a new leader for Swampscott Public Schools. With over 25 years of experience in SPS she has a depth of knowledge and understanding of our schools, town and culture that cannot be measured in the normal sense.

Prior to Ms Agelakis's appointment, The Swampscott Public School District had experienced much instability due to constant changes in leadership that left the administrators, teachers, students and families with a good amount of frustration and anxiety. Even though the schools remained successful overall and were considered to be an asset to the town it was understood that without consistent strong leadership the district would be at a disadvantage and would be unlikely to grow, evolve and provide the kind of education we expect in Swampscott.

With her proven dedication and commitment to Swampscott, Superintendent Angelakis is bringing stability to the district. She immediately instituted long needed changes and projects to address overlooked areas such as Professional Development, Revolving Accounts oversight, studies of Extended Day and Integrated Preschool and more. She further addressed some controversial issues such as Chemical Health Policy and elementary school consolidation by reaching out to the community to create task forces to investigate the issues and create new solutions. Some of this was done without the support of a fully staffed central office and therefore found Ms Angelakis doing the actual legwork. Not all of these initiatives are complete and are indeed ongoing but that is the nature of tacking issues that have been languishing for many years or which involve many stakeholders and moving parts.

During this first year Superintendent Angelakis experienced the full gamut of issues any top executive might be expected to deal with over the course of several years. Major facilities issues involving student safety, personnel issues, a major school building project and its related ballot initiative, large scale ADA compliance renovations at an elementary school, hiring of key members of her executive team, and collective bargaining negotiations etc. While these have impact to students they are not directly related to the daily instruction of children and could serve to shift attention from that highest goal. And yet Superintendent Angelakis managed to keep a strong focus on supporting the educators in a very real day to day way to ensure that the actual teaching and learning remained the core of the Swampscott School district.

There are many aspects of being a Superintendent of Schools which vary greatly from Ms. Angelakis's former roles and new responsibilities and skill sets are being learned. Ms. Angelakis is developing in many of these areas and appears on track to reach proficiency in a reasonable amount of time. Notable areas for development are two way communication, dealing with family/community concerns, and long term planning(shared visison development). Superintendent Angelakis is a skilled communicator and presents well to the public. The areas for development consist of creating ways for individuals and families to provide feedback to the school system as well as finding better more effective ways for the district to communicate overall back to those stakeholders. Also in terms of addressing issues and concerns, this is an area for growth that should be standardized and consistently monitored.

Long term planning can be tricky when future budgets are unknown and staff is constantly changing but hopefully with a stable central office staff Ms. Angelakis will be able to use her team to think and plan for the future. A technology plan is long overdue and recent endeavors have not brought sufficient results,

this should be a main goal for next year. Also as the district addresses the aging elementary schools and new ideas are explored, Ms. Angelakis will have to guide the district as it examines the whole Pre-K through 8th grade experience including, programming needs, grade configurations, resource allocation, facilities that maximize learning and educational equity.

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.

| | Unsatisfactory | Developing | Proficient* | Exemplary |
|--|----------------|---------------|-------------|-----------|
| 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. | | | | |
| 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. (SLG, Technology) | | | X | |
| I-B-2 Quality of Effort and Work: Sets and models high expectations for the quality of content, student effort, and student work district-wide and supports administrators to uphold these expectations consistently. (SLG) | | | 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. (SLG) | | | X | |
| I-D-2 Observations and Feedback: Typically makes at least three unannounced visits to each school to observe principal practice every year and provides targeted constructive feedback to all administrators. Acknowledges effective practice and provides redirection and support for those whose practice is less than Proficient. (SLG) | | | X | |
| I-E-1 Knowledge and Use of Data: Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. (Technology) | | | 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. (Professional Practice, Technology) | | | X | |
| Overall Rating for Standard I: | | | | |
| Unsatisfactory | Developing | X Proficient* | Exemplary | |

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

This standard encapsulated the core functions of a superintendent of schools and is the most important part of this evaluation. Superintendent Angelakis to be proficient in this capacity and that with continued focus on these areas her success and that of the district will be ensured.

One of Superintendent Angelakis' strengths lies in her ability to motivate and inspire a high level of commitment from the administrators, teachers and educational professionals. She shows a consistent dedication to keeping her focus on the education of the district despite all the other distractions of being superintendent. One of the main ways she accomplishes this is by focusing on supporting and guiding the staff who are interacting with the students every day.

The addition of a data manager position will allow Superintendent Angelakis to better use the various data sources for their intended purposes allowing this particular criteria to strengthen in the future.

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.

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

| | Unsatisfactory | Developing | Proficient* | Exemplary |
|--|----------------|---------------|-------------|-----------|
| 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. (Professional Practice, Technology) | | | X | |
| 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) | | | X | |
| II-C-1 Time for Teaching and Learning: Creates schedules, procedures and related systems that maximize instructional time and minimize school day disruptions and distractions for school-level staff, including principals; and consistently monitors the extent to which these systems are effective. (SLG) | | | X | |
| | | | | |
| | | | | |
| Overall Rating for Standard II: | | | | |
| Unsatisfactory | Developing | X Proficient* | Exemplary | |

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

Superintendent Angelakis consistently shows dedication to providing an effective learning environment, notable for this evaluation cycle where:

- Scheduling changes to ensure time on learning was fulfilled at all levels – start time change at elementary level and bringing back proper substitute teachers at high school level.
- Changes to the professional development half day schedule in order to keep the students instructional time maximized while also creating longer blocks of time for more useful and effective professional development for the staff.
- Advocating for additional support for the Middle School Guidance office in order to ensure professionals are available to meet the needs of this student population.

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.

| | Unsatisfactory | Developing | Proficient* | Exemplary |
|---|----------------|------------|-------------|-----------|
| <p>Insert the "Proficient" description from the Elements and/or Indicators for Standard III 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>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. (Professional Practice, Communication)</p> | | | X | |
| <p>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. (Communication, Technology)</p> | | | X | |
| <p>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)</p> | | | X | |
| <p>III-C-1 Two-way Communication: Sets clear expectations for and provides support to administrators to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families. Supports administrators to maximize the number of face-to-face family/teacher interactions. (Professional Practice, SLG, Communication)</p> | | | X | |
| <p>III-D-1 Family Concerns: Provides systems, and support for administrators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students. (Professional Practice)</p> | | | X | |
| <p>Overall Rating for Standard III:</p> <p style="text-align: center;"> Unsatisfactory Developing X Proficient* Exemplary </p> | | | | |

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

Superintendent Angelakis has shown the ability to create and maintain meaningful working relationships throughout the community and she has taken many steps to further strengthen these bonds by working the PTO groups, community organizations(ex. Rotary) and businesses (ex. Uno's Light up Swampscott project) in our town. This should continue and grow in the future.

Due to the high value placed on family involvement by the Superintendent and her staff, Family Engagement continues to be strong throughout the district and is deeply embedded in the culture of our schools.

Communication takes many forms and Superintendent Angelakis can benefit from increased focus on the Two Way and Family Concerns piece of this standard. By utilizing her staff appropriately to address concerns before they escalate and establishing and adhering to a reasonable protocol for dealing with family concerns this could be greatly improved. This is a suitable area for a future goal with the emphasis on finding new solutions to creating two way communication opportunities.

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 | Developing | 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, SLG, Technology) | | | X | |
| IV-A-2 Mission and Core Values: Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. (PPG, SLG) | | | X | |
| IV-A-3: Meetings: Plans and leads well-run and engaging administrator meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations. Establishes clear norms for administrator team behavior. (Professional Practice, SLG) | | | X | |
| IV-C-1 Communication Skills: Demonstrates strong interpersonal, written, and verbal communication skills. (Communication) | | | 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. (PPG) | | X | | |
| Overall Rating for Standard IV: | | | | |
| Unsatisfactory | Developing | XProficient* | Exemplary | |

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

Shared Vision Focus- this is a rigorous standard that demands that all grade levels continuously develop and strive towards the ultimate vision that Swampscott student be prepared for college and career and citizenship. Long term vision planning which includes the future of technology, grade level configurations and programming which best suit the districts needs, facilities and equipment needs, all must be addressed in the context of the districts vision (as opposed to being handled in a reactionary manner as so often happens)

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 | <p>New Superintendent Induction Program (NSIP)</p> <p>Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the NSIP and earning at least Proficient rating on each major assessment.</p> | | | | X | |
| 1A | | | | | | |
| Student Learning Goal(s) | | | | | | |
| 2 | <p>Calibrated High Quality Educator Evaluation</p> <p>By June 2015, principals' and district administrators' ratings of classroom instruction will be reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement.</p> | | | X | | |
| 2A | | | | | | |
| District Improvement Goal(s) | | | | | | |
| 3 | <p>Effective Communication – Schools, Homes, and Community</p> <p>By June 2015, the Superintendent will implement communications strategies to improve internal and external communication in order to promote Swampscott as a professional, responsive, and well-managed district dedicate to student achievement.</p> | | | | X | |
| 3A | <p>Integrate technology effectively to enhance teaching and learning for all students.</p> <p>Will begin the implementation of a 5-year technology plan for the Swampscott Public Schools.</p> | | X | | | |

Superintendent's Performance Goals (CON'T)

| | | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|--|--|--------------|---------------|----------------------|-----|----------|
| District Improvement Goal(s) - Continued | | | | | | |
| 3B | | | | | | |
| 3C | | | | | | |
| 3D | | | | | | |
| Other Goal(s) | | | | | | |
| | | | | | | |
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