

# End-of-Cycle Summative Evaluation Report: Superintendent

## Summary Page

**Superintendent:** Pamela R.H. Angelakis **August 4, 2016**  
NAME SIGNATURE DATE

**Evaluator:** Suzanne Wright **8-4-16**  
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
<b>Professional Practice Goal(s)</b>			x		
<b>Student Learning Goal(s)</b>		x			
<b>District Improvement Goal(s)</b>		x			
<b>Other Goal(s)</b>					

**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:

#### Professional Practice Goal (Significant Progress)

I continued to be satisfied with Ms. Angelakis' involvement in NSIP, the mentor relationship seems to be very beneficial as is the educational and professional work with, and support from, peers. I am sure this program is one of the factors in Ms. Angelakis' increasing confidence in her position as superintendent. However, this is a difficult goal to assess objectively as no outcomes-based evidence was provided, evidence such as the actual work done at coaches session #6 for which we have the agenda. Or evidence that the objectives from the January meeting were met. The SC was remiss in not requiring more objective evidence. In addition, I think attending round table discussions with North Shore colleagues is a fantastic opportunity and I'm glad to know Ms. Angelakis intends for this to be a greater priority heading into the final year of this program.

#### Student Learning Goal (Some Progress)

I appreciate all the focus on professional development and teacher evaluations as a strategy for enhancing student growth. I am looking forward to the Superintendent completing instructional rounds next year as she will be restructuring leadership meetings to make this happen as it did not this year. I would like to see an action plan to further understand and confirm that this will happen. Per discussion at the 8/1/16 Workshop mtg I now know the leadership team will be divided and at least 2 mtgs per month will be devoted to administrators meeting and evaluating teachers at each school on a rotating basis. The educator evaluation process and the training on, and use of, tools and software are a huge step in the right direction, it feels professional to have this process and timeline so clearly defined. It is nice to review the Evaluation Tool from Teachpoint, but as evidence it is not helpful in assessing if this goal has been met. In January when we discussed benchmarks for this goal we talked about finding a meaningful way to measure the impact of ratings on instructional outcomes. Have any classroom teachers been rated with the tool? A report on the outcome of evaluations would have been more relevant – for example, how many teachers at each school/grade/curricular area were evaluated? How many teachers rated proficient/emerging...? How many teachers were offered tenure? How many were put on a growth plan? How was the inter-rater reliability? How accurately did teachers self-rate? Is there a correlation between rating and student performance/grades/engagement/test scores? This data would be much more helpful in knowing whether or not evaluations are meaningful and “reflect a shared vision of what classroom instruction entails”.

#### District Goals

#### Communication (Significant Progress)

I think the superintendent has really improved her communication skills with the community. Crisis communication, informational messages and positive PR were very professional and timely and improved from last year. Response time to constituent emails was also timely, as reported anecdotally (once again, hard data would be easier to evaluate – ie 9/10 emails replied to within 24hrs). Updates on the Superintendent webpage were informative; however, they were not updated as regularly as they should have been. Tweets were also full of useful, positive information and the number of followers has increased. An area to improve upon is the internal communication within the SC specifically. Weekly Updates were inconsistent – 5 in October & May; 1 in Dec, Jan, Feb, Apr; and none in March - while it's understandable to think that multiple SC interactions like Negotiations, Tri-Chair and building task force would mean more communication, in actuality there was less b/c the information was only given to select individuals and it was hard to know who received or didn't receive what information creating many 'holes' in what's assumed to be shared knowledge – a weekly update is a necessary summary so as to ensure everyone is on the same page. Ms. Angelakis' initiative to send the weekly update to BOS and FinCom was a great idea and an efficient way to keep the town-side informed of school happenings. I think to complete

this goal there should be a Superintendent Communication Strategy Plan – a document that delineates the standards of communication.

Technology (Did Not Meet)

While I agree that a lot of needed technological upgrades and projects were undertaken and completed this past year, our long range needs and vision have not been articulated and the goal of a 5-Yr tech plan was not accomplished.

Without a thorough and coherent long range technology vision current upgrades and projects are simply triaging our outdated infrastructure, systems, hardware and software. Investments ad hoc may work *or* may be wasteful in the long run because as a district we haven't yet determined a vision for our digital future. I am looking forward to greater digital leadership because the continued lack of mature digital leadership has resulted in pockets of change at the classroom level, but very little change at the systems level and has resulted in inequities in educational opportunities including varied experiences depending upon teacher and less preparedness for college admissions and programs. There was much discussion at the 8/1/16 Workshop meeting about evidence that many technology-related items/personnel are being addressed. I am encouraged that the *vision* of the potential 5Yr Technology Plan is driving many of these task and am hopeful that there is real forward momentum toward a comprehensive digital future for the SPS.

Overall Ms. Angelakis continues to have a positive impact on the function and reputation of the SPS. This year saw the beneficial impact of central office reorganization; the hiring of a Joint Facilities Director, Human Resource coordinator, Director of Curriculum and Instruction; and the smooth transition of a new Director of Student Services. The Central Office seems to be running with many more efficiencies than ever. The feeling in the community toward the school system has felt increasingly positive throughout this year. After the "Fox News Zip Trip" in July, every quote in the news report of the event cited Swampscott as a great place to live in part because of the great school system.

I appreciate Ms. Angelakis' high expectations for all students, all staff, and especially, fo herself. I am hopeful that she will continue to challenge school practices that have been in place for a long time.

## 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.				
<b>I-B-1 Instructional Practices:</b> 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. <b>(SLG, Technology)</b>			x	
<b>I-D-1 Educator Goals:</b> Supports administrators and administrator teams to develop and attain meaningful, actionable, and measurable professional practice, student learning, and where appropriate, district/school improvement goals. <b>(SLG)</b>		x		
<b>I-D-2 Observations and Feedback:</b> 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. <b>(SLG)</b>		x		
<b>1-D-3 Ratings:</b> Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that administrators understand why they received their ratings. <b>(SLG)</b>		x		
<b>1-D-4 Alignment Review:</b> 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. <b>(SLG)</b>		x		
<b>I-E-2 School and District Goals:</b> 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. <b>(Professional Practice, Technology)</b>			x	
<b>1-E-3 Improvement of Performance, Effectiveness, and Learning:</b> 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. <b>(Technology)</b>		x		
<b>Overall Rating for Standard I:</b>				
Unsatisfactory <span style="border: 1px solid blue; border-radius: 50%; padding: 2px 10px;">Developing</span> Proficient*                          Exemplary				

**Comments and analysis** *(recommended for any overall rating: required for overall rating of Exemplary, Developing, or Unsatisfactory):*  
 D2/D3/D4/E3 - no direct evidence provided, however evidential discussions at the 8/1/16 SC Workshop addressed some of these benchmarks  
 There was a lack of data, other than MCAS results, in the formation of school improvement plans and success of evaluation tool  
 Not able to complete instructional rounds or consistently attend staff mtgs

The District Strategic Plan is the driving force at the district and school level, this has led to many positive changes and many more consistencies.

## 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	Developing	Proficient*	Exemplary
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.				
<b>II-A-2 Operational Systems:</b> 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. <b>(Professional Practice, Technology)</b>			x	
<b>II-A-3 Student Safety, Health and Social Emotional Needs:</b> 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. <b>(SLG)</b>			x	
<b>II-B-2 Induction, Professional Development, and Career Growth Strategies:</b> 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. <b>(SLG)</b>			x	
<b>Overall Rating for Standard II:</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Unsatisfactory</span> <span>Developing</span> <span style="border: 2px solid blue; border-radius: 50%; padding: 2px;">Proficient*</span> <span>Exemplary</span> </div>				

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

So many great accomplishments in this area from all the new hires, to new efficiencies, to the SWIFT and Harbor Programs!

B2 – no direct evidence provided

Congratulations on receiving the Dr. Marilyn E. Flaherty Distinguished Alumna Award from the Salem State University Alumni Association

## 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	Developing	Proficient*	Exemplary
<b>III-A-1 Family Engagement:</b> 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. <b>(Professional Practice, Communication)</b>			x	
<b>III-A-2 Community and Business Engagement:</b> Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for district effectiveness. <b>(Communication, Technology)</b>			x	
<b>III-B-1 Student Support:</b> 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. <b>(SLG)</b>			x	
<b>III-C-1 Two-way Communication:</b> 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. <b>(Professional Practice, SLG, Communication)</b>			x	
<b>III-C-2 Culturally Proficient Communication:</b> Sets clear expectations for and provides support to administrators regarding culturally sensitive communication. Ensures that district-wide communication with families is always respectful and demonstrates understanding of and sensitivity to different families’ home language, culture, and values. <b>(SLG)</b>			x	
<b>III-D-1 Family Concerns:</b> 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. <b>(Professional Practice)</b>			x	
<b>Overall Rating for Standard III:</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Unsatisfactory</span> <span>Developing</span> <span style="border: 2px solid blue; border-radius: 50%; padding: 2px;">Proficient*</span> <span>Exemplary</span> </div>				

**Comments and analysis** (recommended for any overall rating: required for overall rating of Exemplary, Developing, or Unsatisfactory): Website is getting cleaner and clearer but the superintendent page is still a disappointment – Oct-Dec was updated but then only 3 messages thru today – I suggest a monthly Superintendent Message and commit to updating. No direct evidence for C2/D1.

## 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.

	Unsatisfactory	Developing	Proficient*	Exemplary
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.				
<b>IV-A-1 Commitment to High Standards:</b> Fosters a shared commitment to high standards of teaching and learning, for all administrators, with high expectations for achievement for all. <b>(PPG, SLG, Technology)</b>			x	
<b>IV-A-2 Mission and Core Values:</b> Develops, promotes, and models commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision making. <b>(PPG, SLG)</b>		x		
<b>IV-A-3: Meetings:</b> 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. <b>(Professional Practice, SLG)</b>			x	
<b>IV-C-1 Communication Skills:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <b>(Communication)</b>			X	
<b>IV-E-1 Shared Vision Development:</b> 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. <b>(PPG)</b>			x	
<b>IV-F-3 Consensus Building:</b> Builds consensus within the school district community around critical school decisions, employing a variety of strategies. <b>(Technology)</b>		x		
<b>Overall Rating for Standard IV:</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Unsatisfactory</span> <span>Developing</span> <span style="border: 2px solid blue; border-radius: 50%; padding: 2px;">Proficient*</span> <span>Exemplary</span> </div>				

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

Need to develop a Superintendent Communication Strategy.  
 No direct evidence provided for F3



## 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	<b>New Superintendent Induction Program (NSIP)</b> Develop skills in strategy development, data analysis, and instructional leadership by completing the second year of the NSIP, In addition, attendance at the monthly round table meetings with colleagues on the North Shore Superintendent's Roundtable (NSSRT) Meetings for continued professional growth.			x		
1A						
Student Learning Goal(s)						
2	<b>Calibrated High Quality Educator Evaluation</b> By June 2016, principals' and district administrators' ratings of classroom instruction will reflect a shared vision of what classroom instruction entails in order to improve instructional practices and student achievement. This year's visits will focus on the areas of balanced literacy in K-6 as well as the Science Model Curriculum Units and development K-12.		x			
2A						
District Improvement Goal(s)						
3	<b>Effective Communication – Schools, Homes, and Community</b> By June 2016, 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.			x		
3A	<b>Integrate technology effectively to enhance teaching and learning for all students.</b> By April 2016, a 5-Year Technology Plan for the Swampscott Public Schools will be developed with long range needs articulated.	x				
3B						

**Superintendent's Performance Goals (CON'T)**

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