

# End-of-Cycle Summative Evaluation Report: Superintendent

## Summary Page

Superintendent: Pam Angelakis \_\_\_\_\_  
NAME SIGNATURE DATE

Evaluator: Gargi Cooper \_\_\_\_\_ 6/29/30  
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 (Step 2) 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:**

Ms. Angelakis has come into the district as a new superintendent with a unique perspective as she has been a teacher, principal, assistant Superintendent and now superintendent over the past 25+ years.

With her unique view she brings a deeper level of understanding to the superintendent position when evaluating and improving standards and processes across the school district. Ms. Angelakis continues to be honest and transparent with the school committee in regards to her concerns about the Swampscott school district. She is very open to discussion and gives the committee, administrators, teaching staff and parents a voice to help determine a resolution to various issues.

Ms. Angelakis has been clear, consistent, and effective in balancing the constrained resources of our schools to benefit all students. She has been realistic, pragmatic, cooperative, and direct. This has greatly improved internal operations and external relationships within the district and town offices.

She has stabilized the district by hiring a new Business manager, has begun to reevaluate the districts IT needs and has completed an MOA with the town in regards to joint facilities management. She has also handled sensitive matters discreetly and realistically.

At times, however, Ms. Angelakis has been unable to keep up with communication and move quickly enough to stem community frustration. This is not to say that he has failed in action, but rather in communicating her action to the community/ parents. I think this is something that she can continue to work on in the upcoming year. I also believe as a first year super she has taken on many initiatives and has many areas of the district to work on. I applaud her efforts on creating chemical health task forces and educational task forces but I hope she is careful with her time as I believe some of the findings of these task forces could be streamlined if the meetings were more organized with action items and concrete next steps, as opposed to a sounding board for community frustration.

I look forward to the superintendent working on her districts needs as identified in her entry plan findings. I believe she is on the right track to evaluating and standardizing the educational needs across the Swampscott school district.

## 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	Developing	Proficient*	Exemplary
<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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B-2 Quality of Effort and Work:</b> 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. <b>(SLG)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E-1 Knowledge and Use of Data:</b> Guides administrators and supports them in identifying a range of appropriate data sources and effectively analyze the data for decision-making purposes. <b>(Technology)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard I:</b>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

Whereas Ms. Angelakis has high standards for professional practice and teaching and learning, there are new tools being implemented in the district including the new educator evaluation tools and from my understanding the assessments are ongoing so I have no data received to report on.



## 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-C-1 Time for Teaching and Learning:</b> 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. <b>(SLG)</b>			x	
<b>Overall Rating for Standard II:</b>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

I rated "developing" for safety, health and social emotional needs as the policy under chemical health has not yet been completed.

Additionally as Ms. Angelakis states in her major findings there are no formal assessments used consistently to assess students social emotional or behavioral health. I look forward to seeing how she implements data teams and establishes an expectation and a consistent structure for data teams across all schools and levels in the coming year.

## 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-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>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

Ms. Angelakis has attended community events and has helped foster a strong relationship with our town officials to work on joint community concerns. When an issue arises among the school community Ms. Angelakis has a wonderful ability to be honest and transparent with her thoughts and with this is able to set people at ease with her plans to work on the incident. She continues to attend meetings: PTA/PTO meetings, student concerts, plays and celebratory events as a supporter of the students. She has started a twitter blog which is important for families and the community to stay informed, as they want to know and have



confidence in the person who is steering the ship. It would be beneficial for Ms. Angelakis if she had a public relations team, which could help unite the school district and draw in the community at large. Regardless of this I believe she continues to work on communication with families and the district.

## 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>Overall Rating for Standard IV:</b>				
Unsatisfactory	Developing	Proficient*	Exemplary	

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

I have enjoyed reading the superintendents weekly updates. I look forward to these communications continuing. In terms of meetings, while I appreciate seeing the Agenda items, I rated her as “developing” as I believe as a new superintendent I would like to see some of her shared vision and meetings times to demonstrate action items and next steps on how her leadership team are working on goals to move the district forward in regards their district wide education goals.

Additionally I appreciate the technology committees inventory of the district technology needs, I think it is important that Ms. Angelakis communicate her vision in regards to the Swampscott districts ultimate technology plans. I look forward to seeing this in the coming year.

## 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 first year of the NSIP and earning at least Proficient rating on each major assessment.				x	
1A						
Student Learning Goal(s)						
2	<b>Calibrated High Quality Educator Evaluation</b> 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.		X			
2A						
District Improvement Goal(s)						
3	<b>Effective Communication – Schools, Homes, and Community</b> 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.			x		
3A	<b>Integrate technology effectively to enhance teaching and learning for all students.</b> Will begin the implementation of a 5-year technology plan for the Swampscott Public Schools.		x			



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

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

