

# End-of-Cycle Summative Evaluation Report: Superintendent

## Summary Page

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

Evaluator: Suzanne Wright Suzanne Wright July 1, 2015  
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:**

Ms. Angelakis' goals are very ambitious goal for a first-year superintendent. I'm pleased with her performance and her efforts in accomplishing these goals. Overall she has had a positive impact on the function and reputation of the SPS. As a district employee for many years and in multiple roles, Ms. Angelakis has brought with her, to the role of Superintendent, a deep understanding of the challenges facing our community and within our school system. We've had quite a bit of instability in the SPS for more than a decade that has created many "fires". Participation in the NSIP has demanded that rather than hap hazardously put out the "fires", Ms. Angelakis systematically evaluate the SPS, look realistically at challenges and opportunities, and prioritize actions. I feel that her participation in this program has helped Ms. Angelakis to stabilize the district and begin to more it forward.

I am encouraged by Ms. Angelakis' willingness, then tenacity in tackling problems. I especially appreciate that she is:

- Modeling and setting high expectations for students, teachers, and staff.
- Working toward reorganizing and increasing the efficiency of administrative operations.
- Trying to maximize our limited resources to benefit all students
- Learning and developing negotiation skills.
- Demanding individual, program, and school accountability
- Building a positive, trusting, and collaborative relationship not only internally but also with town officials and committees.

Ms Angelakis had done a good job managing and getting a handle on operations; now I look forward to her increasing focus on educational leadership, specifically:

- Continued high expectations for students, teachers, and staff.
- Consistent district level teacher evaluation tool to ensure consistent high-level instructional practices and student achievement.
- Implementing a comprehensive Technology Plan that outlines the roll out of full integration of technology into the curriculum and instructional practices across all classrooms.
- Continued focus on meaningful professional development.
- Development of a new school building plan that best meets the educational needs of our students.
- More consistent communication through Superintendent Updates, Twitter and weekly communications to SC and an updated/efficient district website – all to keep the school and community-at-large informed and invested in the success of our school system.

## 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>		X		
<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>		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>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>		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>Overall Rating for Standard I:</b>				
Unsatisfactory <span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">Developing</span> Proficient*      Exemplary				

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

- Ms. Angelakis has set high expectations for herself and the leadership team, I think teachers and staff are also beginning to understand the they will be held to higher expectations as well, and in turn I think student expectations will also rise.
- Ms. Angelakis' support of building principals has been notable, two new principals are involved in professional programs; and valued leadership team input and data were both used to support new budget requests.
- Currently the superintendent's goals are our district goals. These do not line up with SIPs, which were developed and presented before new district goals/entry plan was complete. Going forward, the development of short term and long-range district goals will ease the establishment and evaluation of focused, measureable goals at each school.

- Ms Angelakis has stated in her self-evaluation that the Educator Evaluation is not complete; no presentation on this topic has been made to the SC making it difficult to assess this goal. Ms. Angelakis inherited an evaluation tool still being fine-tuned and with all the other priorities and time constraints of being a new superintendent it is understandable that this task is still ongoing, yet the importance of consistent, thorough and timely feedback in the development, retention or dismissal of educators is crucial in maintaining a high quality professional staff.
- The long awaited Technology Plan was a disappointment; however; Ms. Angelakis redirected her team to acquire more data for better decision-making and planning, In the meantime she was able to secure funding for necessary projects to go forward while the long range expectation of how/what technology is best used in educational practice is 'ironed out". I look forward to seeing this plan through to fruition.

## 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
<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> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Unsatisfactory</span> <span style="border: 1px solid blue; border-radius: 50%; padding: 2px 10px; color: blue;">Developing</span> <span>Proficient*</span> <span>Exemplary</span> </div>				

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

- Ms. Angelakis has made great strides in identification and initial remediation of issues with organizational structure and issues within certain departments, i.e. athletics, pre-school.
- She has become increasingly proficient and confident in the budget process and worked collaboratively to create FY16 budget - a building-based, clear, and thorough budget.
- She has overseen the successful hire of, among others, two principals, AD and School Business Administrator.
- She has made it a priority to address emotional needs of middle school students.
- She has revisited the Chemical Health policy. I'm unsettled that no change or update has been decided upon yet as the current policy has contributed too much angst and confusion and I look forward to a proactive rather than reactive decision soon.

## 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	<span style="border: 1px solid blue; border-radius: 50%; padding: 2px;">Developing</span>	Proficient*	Exemplary	

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

- Ms. Angelakis has attended a variety of meetings and events at all schools, attended meetings with town officials and pursued a membership with Rotary. All these activities have helped to strengthen relationships, build trust and promote the school system within the community. She has also provided opportunities for teacher to voice issues. Throughout the year I've witnessed Ms. Angelakis become a stronger and more confident advocate for SPS. She is professional yet genuine, honest yet realistic and above all, willing to work with people to find solutions.

- Twitter postings have been informative, as have the superintendent updates. I look forward to these forms of communication continuing and evolving to allow meaningful 2-way dialogue as well. I think the school community and community-at-large is interested in what is happening at all levels of the school, and an informed and satisfied community is a supportive community.

## 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 <span style="border: 1px solid blue; border-radius: 50%; padding: 2px 10px; color: blue;">Developing</span> Proficient*                          Exemplary				

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

- I appreciate that Ms. Angelakis expects high standards and high level of accountability. She has been consistent with her message and her vision for the school system.
- To the best of my knowledge she has handled sensitive matters discretely and realistically, balancing the best interest of the School with that of the individual(s) involved.
- Meetings in which Ms. Angelakis runs that I have been attended are well run, engaging, purposeful and productive. While I appreciate the agendas for leadership team meetings I don't feel I can evaluate the effectiveness of these meeting without learning about action items and follow-up on tasks to understand/evaluate the productivity of these meetings.



## 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
<b>Professional Practice Goal(s)</b>						
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						
<b>Student Learning Goal(s)</b>						
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						
<b>District Improvement Goal(s)</b>						
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						
3B						
3C						
3D						
Other Goal(s)						