

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: John J. Robidoux
Evaluator: Swansea School Committee [Signature] 10/21/19
Name **Signature** **Date**

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators		Unsa tisfa ctory	Need s Impr ove ment	Pro fici ent	Exem plary
<p><i>Unsatisfactory</i> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.</p> <p><i>Needs Improvement/Developing</i> = 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.</p> <p><i>Proficient</i> = <i>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</i></p> <p><i>Exemplary</i> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.</p>					
Standard I: Instructional Leadership		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Standard III: Family and Community Engagement		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Standard IV: Professional Culture		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate	High <input checked="" type="checkbox"/>
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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 Impact on Student Learning rating of *high* or *low*.

Comments:

Need to work on closing the gaps in performance between some schools.

Excellent job community building between individual schools and district as a whole.

Appreciate you attending as many school events as you can, it shows students their importance to you.

An increase in dialogue on issues that committee members may hear about. Some seem more informed than others.

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.