

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: John J. Robidoux 2016-2017 School Year

Evaluator: Swansea School Committee 12-11-17

Name **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	4 <input type="checkbox"/> Met	1 <input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	5 <input 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	5 <input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

Indicators

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	Needs Improvement	Proficient	Exemplary
Standard I: Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
Standard II: District Improvement I	<input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>
Standard III: District Improvement II	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	0 <input type="checkbox"/>
Standard IV: Professional Practice	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

5 Proficient

Exemplary

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

Low <input type="checkbox"/>	Moderate 3 <input type="checkbox"/>	High 2 <input type="checkbox"/>
---------------------------------	--	------------------------------------

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:

The committee is pleased with your performance in your second year in the role. With each passing year and more experience, the expectations and performance will continue on an upward trajectory. It was noted that the Superintendent recognizes strengths of people working for him and puts them in places to succeed and best utilize their strengths.

Communicating more effectively was a concern by one member.

High standards and accountability that you hold people to was noted and appreciated.



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.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning						

<p><i>During the 2016-2017 school year, I will work to transition the implementation of an updated elementary literacy program to the Assistant Superintendent. The process of re-vamping the literacy program at the elementary level began, in earnest, during last school year when we incorporated Teachers 21 into all four elementary schools. This was a huge undertaking and required buy-in from all principals and staff. This year I will work to collaborate with Ms. White to ensure the transition and oversight of the program goes smoothly.</i></p>	□	□	□	4□	1□
District Improvement I					
<p><i>During the 2016-2017 school year, I will work to establish a multi-modal approach to 'branding' the Swansea Public Schools in a way that will allow for positive community building. I will utilize social media and face-to-face meetings to establish a sense of pride for our schools that will transcend each building and the community as a whole.</i></p>	□	□	□	1□	4□
District Improvement II					
<p><i>Throughout this school year, I will work through the major Capital Improvement projects to assist in securing a working understanding of procedures related to the bid process, state funding, Advisory and Finance and town approval processes.</i></p>	□	□	□	5□	0□
Professional Practice					
<p><i>During the 2016-2017 school year, I will work with all of the Principals and the Assistant Superintendent to create 'Learning Walks' across the District. Times within each other's buildings will be scheduled so that each Principal is able to experience what transpires during the day at each school. The Learning Walks will be the beginning of a larger collaboration and building of capacity by sharing and understanding what is taking place at the different grade levels.</i></p>	□	□	□	4□	1□

Superintendent's Performance Rating for Standard I: Student Learning



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>

Overall Rating for Standard I (Check one.)	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

Needs Improvement

5 Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 It was noted your continuation of keeping high standards for Swansea. Also noted was lack of full documentation in regard to agenda items in recent meetings; test scores, recent contract. The committee at large feels that the Superintendent is proficient in the Student Learning goal.

Examples of evidence superintendent might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Superintendent's Performance Rating for Standard II: District Improvement I



Check one box for each indicator and indicate the overall standard rating below.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, emotional and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
II-D. Laws, Ethics and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission and goals; allocates and manages expenditures consistent with district-level and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>

Overall Rating for Standard II (Check one.)	The education leader 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

 Needs Improvement

 3 **Proficient**

 2 **Exemplary**

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

The committee feels very positively about District Improvement I goal. Noted concerns were special education department handling, as well as sometimes not executing policy as adopted. Noted strengths were your vast knowledge in laws, policies, compliance mandates.

Examples of evidence superintendent might provide:

- | | | |
|---|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> External reviews and audits | | |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | |

Superintendent's Performance Rating for Standard III: District Improvement II

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school and in the community.			4	1
III-C. Communication: Engages in regular, two-way communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>

Overall Rating for Standard III (Check one.)	The education leader 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 district and its schools.
---	--

Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

The biggest gap in this area of the evaluation is in the communication piece. It was noted that you are actively engaged on Twitter to promote our schools and students, but a concern was also voiced that an area of potential growth was communication with the community and staff.

Examples of evidence superintendent might provide:

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement

- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions

- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: _____

Superintendent's Performance Rating for Standard IV: Professional Practice



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for building consensus throughout a district or school community.	<input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

Overall Rating for Standard IV (C h e c k o n e .)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a district-wide culture of reflective practice, high expectations, and continuous learning for staff.
--	--

Unsatisfactory
 1 Needs Improvement
 1 Proficient
 3 Exemplary

<p>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</p> <p>Communication and Managing Conflict were the two areas that had members cite for potential improvement.</p>

- Examples of evidence superintendent might provide:**
- Goals progress report
 - School visit protocol and sample follow-up reports
 - School committee meeting agendas/materials
 - District and school improvement plans and reports
 - Presentations/materials for community/parent meetings
 - Sample of leadership team(s) agendas and materials
 - Staff attendance and other data
 - Analysis of staff feedback
 - Analysis of staff feedback
 - Memos/newsletters to staff and other stakeholders
 - Samples of principal/administrator practice goals
 - Other: _____