

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Robert Wargo

Evaluator: Weymouth School Committee

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

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.

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: Instructional Leadership	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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

☐ Proficient

☐ Exemplary

Step 4: 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*.

Comments:

TN Mr. Wargo is an enthusiastic educational leader who is striving to make his mark in Weymouth and making Weymouth an educationally successful district for all students, teacher and staff. Like any other district there are challenges to be undertaken and then you get hired in the middle of a pandemic.

With the help of Dr. Sherlock-Shangraw a metric was established at the start of the pandemic and was instrumental in giving guidance to not only the last Superintendent but Mr. Wargo as well. This metric help guide the district with concrete facts as to the new plan for in person learning as well as the masking of staff and students.

Communication with S.C. is an ongoing problem. I feel the “end of week” information is all fluff. I want the real stuff.

It’s extremely difficult to evaluate this position when there isn’t enough concrete evident data on success in the district.

- Social media is the #1 form of information as to what is going on in the district
- Bullying and fights are ridiculous at the Middle School
- School Committee constantly needs to say “no you can do that” Policies aren’t being followed
- S.C. has a secretary that is shared with Superintendent and confidentiality and communication has and continues to be a problem.

I feel Mr. Wargo has presented a fair and reasonable budget that successfully navigates the various interests in the school districts with the support of budget committee.

I am particularly pleased to see assistant principals added to our district.

JS I believe Mr. Wargo is off to a good start. The standards of the Weymouth School Committee and of the Department of Education are appropriately high, and as our supporting documents suggest, a superintendent who two years ago was in a different town not yet having been even an assistant superintendent anywhere would be expected to be in a time of steep improvement at this moment in his tenure. My “needs improvement” rating reflects this philosophy with the confidence that the improvement is ongoing, and that Mr. Wargo will be an exemplary superintendent for Weymouth in very short order.

RSS The prevailing theme throughout this evaluation is the need for meaningful, detailed communication from the Superintendent to the School Committee. In general, the Committee has not been provided with specific evidence, artifacts, or data to support progress towards district, learning, or professional goals, nor has the Committee been consistently kept up to date on matters regarding school operations and programs across the district.

Aside from communication concerns noted through this evaluation, additional examples include:

Absent/late communication

- The Committee was not notified that field trips were suspended through the end of AY 2022; we initially learned about this pause to the field trip policy from parents and confirmed it during a School Committee meeting.
- The date of the April 6 JECC tour was not shared with the Committee until April 5; because of this late notice, many School Committee members were not able to attend the tour. The April 6 tour was only one day before an anticipated Committee vote about JECC/Adams.
- Proposed job descriptions were posted for School Committee review the day before the Committee's January 20 meeting, and the organizational chart was posted the same day as the January 20 meeting. The wrong Capital Needs memo was posted for the January 20 meeting, as well. Instances like this one make it difficult to prepare for Committee meetings. Additionally, there have been several recent instances of School Committee documents not being posted on the public website prior to meetings.
- I learned that the post-prom program was not running this year from a Facebook post.
- A June 10 memo from Commissioner Riley to School Committee members was not forwarded to us by the Superintendent's office until it was requested.
- There were three serious incidents involving district staff who are under School Committee hiring purview according to the MGL. The Committee was notified of the first incident by the Superintendent after parents spoke out on social media. It was only after the district subsequently received a warning letter from the State that the Superintendent notified the Committee of the full scope of the issue. I understand the Committee cannot be told details of personnel matters – this is not in dispute. However, for a handful of reasons, the Committee should be notified of events in which a staff member or student may have been harmed. The fact that the district was issued a warning letter after three concerning events took place within a close timespan is jarring, and I believe the Committee should have been informed about each occurrence immediately after it occurred. Had we been notified of the second incident when it happened, I would have asked the Superintendent what actions he's taking to make sure a third incident doesn't happen (which is an appropriate question from the School Committee), and whether or not he recommends a review of the district policies that intersect with these specific incidents in an effort to help prevent future incidents.

Non-specific communication

- I emailed the Chair questions re: the Abigail Adams building reuse proposal on March 8th (with a revision/update to the questions on March 10th following a School Committee meeting). My questions were forwarded to the Superintendent. The Superintendent

responded to my questions via the blog on March 23; responses were vague and included no level of detail. For instance, I asked “In each primary school, how will the Superintendent’s proposed plan address:

1. Classroom overcrowding
2. SPED classroom/services space
3. Space for art/music/PE
4. Additional educational benefits not included in 1-3”

The Superintendent’s response was, “We continue to examine enrollment numbers through the registration process. Thus will help to address overcrowding. SpEd looking at programs and the entry/exit criteria. Reviewing scheduling of specials. How to find space is still being reviewed.”

This response did not provide the level of depth or detail that could have helped School Committee members responsibly evaluate the decision before them, nor was this response helpful in providing School Committee members with useful information that could be passed along to concerned WPS families.

I resubmitted my questions with clarifications on March 29th. A response was not sent to the Committee until April 7th (3:36pm), which was only 3.5 hours before the scheduled vote on the Adams building reuse plan. The information provided in the April 7 response was much more thorough and detailed than the original response.

No communication around high-level staff positions/district leadership

- The Committee was not notified of Principal Strauss' appointment as "DEI District Coordinator" prior to Principal Strauss announcing the position on social media.
- On January 26, 2022, the WSC budget subcommittee discussed the possible creation of a Technical Teacher/Coordinator position inside of Chapman. This idea was not brought up for discussion by WSC administration in subsequent meetings. At a recent Town Council budget meeting, the Mayor's Chief of Staff introduced a new town-funded position categorized as "Deputy Director - Event Facilities." The position was pitched as playing an important role in protecting the new equipment in the Chapman auditorium and managing the schedule for several large event spaces in town. The need for this position is not in dispute, nor is the town's incorporation of the position under the WPS/Town of Weymouth Shared Services Agreement. My concern rests with the Superintendent failing to notify the School Committee about this position prior to it being announced at the public Town Council meeting.
- From review of the Superintendent’s organizational chart, relevant email signatures, and the district’s FY23 budget book, the job title and duties for the Secretary to the Superintendent and School Committee appear to have changed without a job description vote by the School Committee, despite Mr. Wargo assuring the Committee that a title change on a draft organization chart was simply a “typo.”

CP For next year, it would be helpful to create a time at the end of the year and prior to the evaluations to ensure time at a School Committee meeting for the Superintendent to present evidence of data and budget prioritization that proved successful in the goals that he set out to meet. At the end of the 2022-2023 School year we will have had a year with MWC being opened and the transition of Abigail Adams will be underway. Additionally, we will see the new organizational chart in action. We will have a year of evaluating how the Superintendent’s hiring has worked for the district and we will have a second year of full-time in-person learning to evaluate the district’s performance.

SB I firmly believe that Rob had a very good year as Superintendent of Weymouth Public Schools. On top of being new to the role, he was also following some significant turnover. On top of the normal challenges the role faces every day, he was dealing with an ever-evolving COVID situation, the opening of the New Chapman School, the change in plans for the Adams Building, and many others. I believe Rob handled these challenges as well as can be expected. I would make the suggestion that he collaborate a bit more with more members of the School Committee. I want to see Rob succeed and I'm here to help.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	Priorities of a District Leader for Improving Learning for all Students		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1	Effective Entry and Direction Setting.	By early Fall, the district will have broad agreement from key stakeholder groups about the district's most critical needs and will have a widely-understood process underway to identify the strategies and goals that will address those needs most effectively, and the measures that will be used to assess progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 2	Maintaining Momentum During the Transition.	Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal (Goal 3)	New Superintendent Induction Program	Develop skills in strategy development, data analysis, and instructional leadership by actively engaging in the first year of the New Superintendent Induction Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4	School Committee Goals	Align with the 7 School Committee Goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
ELEMENT I-B-1 – Student Engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element I-B-2. Quality of Effort and Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element I-B-3. Meeting Diverse Need	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL 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.				
	SEE PAGE ONE (1)			
Comments and Analysis: (Because no “Comments” section was available after “Superintendent’s Performance Goals,” this space contains comments on both “Performance Goals” and “Performance Ratings.”) <p>TN Mr. Wargo has a wonderful entry and direction plan on paper. I would like to see more data that supports these plans. I feel Mr. Wargo has established an environment of empowerment for teachers, principals and other district administrators but with supporting building base decisions there seems to be a disconnect and he doesn't seem to be as informed as <i>maybe</i> he should be. He seems to be a good listener and but implementing change isn't as evident.</p> <p>Building Base Decisions example :</p> <p>I feel that there is still a strong bullying and fighting problem at the Middle School that isn't being addressed clearly, consistently and accurately. This is a huge concern in the district now and as we move forward to a newer bigger building things can only get worse. I feel we are not meeting those kiddo's needs. <u><i>I don't believe the consequences are strong enough to deter the behaviors.</i></u></p>				

JS The superintendent has done significant work in the area of direction setting, but the district is not yet at a place where there is a “widely-understood process. . . to identify strategies . . . and assess progress.” He has been working from a visioning model that begins with a broad understanding of the district’s direction (the Three Es) and is now working toward fleshing out the specifics. He (and I) should be especially vigilant about keeping the Committee apprised as to the progress of that refinement in the coming year. Also, we must balance the knowledge that change takes time with the urgency of the fact that every student in the district only gets to be in Kindergarten, in middle school, a high school senior, etc.

I do not see the district stagnating in the least. There have been some growing pains around adopting a very different leadership philosophy, but the district is clearly moving forward. I appreciate and applaud the empowerment of building leadership, which has not been an emphasis of the last three superintendents. I think it will take some time for the superintendent, the committee, and the building leaders to work on the exact balance of autonomy and supervision that will help the district remain consistently innovative, while providing an equivalent (not identical) education across the eight elementary schools, and then having the middle and high schools vertically aligned from that foundation.

The committee has seen some data relative to student achievement, but much less so than in the past. One reason is the disruption in all of education that came from the changes necessitated by COVID-19. As the reorganization progresses, however, without a clear “data tsar” position, it will be important for the district to take measures to be sure data is being evaluated validly and reliably, and that the results of that data are communicated effectively to the Committee and the community.

The superintendent has demonstrated in my weekly meetings with him a desire to align with Committee goals, and to give the Committee what it wants and needs to do that job. The process of aligning the members’ vision within the Committee of what that looks like, as well as the superintendent’s ability to predict what he should be proactively offering in terms of updates has been in transition. This is expected, but the uncertainties of a transition period must give way to a more comfortable working relationship by this time next year.

Element 1-B-1 Student Engagement has been a genuine emphasis of this leadership team. I applaud the effective use of consultants and the insistence of the central administration – in cooperation with the principals – that a center-based, active learning model is critical to modern learning. This impetus came from an impressive visioning process that included representatives of nearly every imaginable community stakeholder. The clear message was that students were not as engaged as they could be, and that there were identifiable techniques that could change that. I look forward to this philosophy percolating up through the middle and high schools in the coming (very few) years.

We don’t have a lot of data about meeting diverse needs at this time, but I look forward to seeing how the restructuring of special education administration, and the presence of assistant principals will have on that front. In terms of ethnic, racial, gender and other diversity, I have not always agreed with every detail of what the superintendent has done to promote inclusion, but I recognize that he has come out strongly in favor of making sure all students feel welcome in Weymouth Public Schools. For example, I would have loved to see pride flags directly below American flags on the same flagpole, but that does not eclipse the main message that I got from the superintendent starting from the first words he ever said about it to me. “We are going to do this (proactively recognize pride month with flags and painted walkway) – even if it upsets some people – because it’s the right thing to do.”

RSS *Re: Student Learning Goal* – The Superintendent has not yet presented the Committee with **specific and detailed** exemplars, evidence, or data to demonstrate that a) internal systems are coherent and aligned with district goals; b) that principals and other district administrators have been empowered to enact the district’s vision and commitment to students; or that c) data-driven, culturally-responsive equitable learning environments have been established throughout the district. While reports from the Superintendent have included bulleted lists or photographs of successful school-based programming and district-wide initiatives, no explanation has been provided with these examples to indicate if or how they address elements related to the Superintendent’s Student Learning Goal. For example, in April, Weymouth High School hosted a Diversity, Equity, and Inclusion summit. When the summit was reported out to the Committee, we were not told what district-wide systems collaborated to support the summit, what data were used to inform the summit’s format or agenda, or what learning outcomes the district had for the summit (which may have included the creation or further development of culturally-responsive teaching practices).

Re: District Goal 1 – The district-wide visioning sessions led by Frank Locker last summer/fall provided a rich pool of stakeholder feedback regarding critical needs in the district. However, it remains unclear what specific and measurable strategies the Superintendent has elected to employ in order to address these critical needs; any processes and assessment methods in place to address these needs are not widely-understood by the Committee or general stakeholder community.

Re: District Goal 2 – Presentations from individual schools/principals this spring were terrific ways to update the Committee and community about the wonderful initiatives, pedagogical practices, and social-emotional learning strategies in place throughout the district. What was missing from these presentations, however, was a follow-up summary from the Superintendent about how initiatives, practices, and strategies presented to the Committee aligned with specific district goals. For example, in March, Executive Director of Elementary Education Rich Bransfield presented the Committee with a detailed summary of WPS elementary student achievement data in ELA and math, which put the district’s concerns and goals related to these academic subjects on our radar. Following subsequent presentations from individual schools, it would have been helpful if the Superintendent explained how the ELA and math initiatives that were showcased to the Committee were specifically data-driven and implemented to help students meet specific goals set by the district for iReady or Dibels evaluations.

Additionally, there appeared to be agreed-upon topics of concern shared by leaders throughout the district that arose throughout the year (i.e. student wellbeing, student conduct, and social-emotional learning), but the Committee was never provided with specific data to illustrate the scope of these issues in a concrete way, nor was the Committee apprised of district or school-wide goals related to addressing these topics of concern. Therefore, it is difficult to remark on the degree to which meaningful progress was made to work towards addressing these concerns.

Re: Professional Practice Goal (3) – While the Superintendent routinely kept the Committee informed about meeting with his SIP mentor, he has not provided the Committee with any concrete examples or evidence of how he may have developed or honed skills related to strategy development, data analysis, and instructional leadership over the past year.

Re: District Goal (4) –

- *Goal 1: Support Superintendent Transition Entry Plan and Goals and Measure Progress Within Superintendent Evaluation. The School Committee will support Superintendent to develop the Superintendent’s evaluation for the dates of July 1, 2021 – June 30, 2022, to include: Complete Goals by November 17, 2021; Mid-year check in (Formative) by February 24, 2022; Final Summative Evaluation by June 30, 2022.*
 - The final Summative Evaluation for this cycle will fall after the June 30 goal due to a delay in sending out the evaluation form from the Superintendent’s Office.
- *Goal 2: Create and Implement a District Strategic Communication Plan. School Committee supports the Superintendent’s work to create an equitable and inclusive District Strategic Communication Plan for Students, Parents/Guardians, School Community and Community at large that seeks to:*

- *Revamp, Replace, and Relaunch District Web site by July 2022*
- *Support the Superintendent's efforts to identify areas of needed improvement in parent education, outreach, and communication for key educational stakeholders*
- *Evaluate and track District measures as identified throughout the year*
- *Collaborate with WETC for stronger notification and information sharing of school committee meetings and District work including maintaining hybrid in person and remote options.*
 - A district-wide communication plan has not been created; the district website has not been replaced; aside from an update on short-term website fixes, key areas of improvement related to parent education, outreach, and communication have not been presented to the Committee; to my knowledge, district measures have not been evaluated; to my knowledge, there has been no collaboration with WETC to improve School Committee and district communication with the public.
- *Goal 3: Support Opening of Chapman Middle School.*
 - The September opening of the new Chapman Middle School appears to be on time and well-organized.
- *Goal 4: With the Superintendent, Town of Weymouth, Staff, Students, Families and Community, evaluate and determine plans for revision of School Zones; Adjustment of School Start times and Reutilization of Abigail Adams and other School Building and Grounds.*
 - The Superintendent determined that a large-scale revision of school zones was not necessary at this time. A discussion about school start times has not yet been brought to the Committee. In August 2021, the Superintendent communicated his intentions to centralize PK and K in the Abigail Adams building to the MSBA (but not the Committee); however, the Superintendent did not update the Committee about his proposal until February 3, 2022. On February 4, the Superintendent emailed the WPS community and remarked "The Adams project is slated to be completed in July-September 2023, and will include a renovated facility to house pre-K and centralized Kindergarten." This announcement was premature, as the Committee had not yet agreed to the plan. Further, the sudden announcement of centralized kindergarten created quite an unhappy stir among WPS families. Following a handful of subsequent Committee meetings to discuss next steps re: the Adams building, we are finally on a sound trajectory that is compliant with district policies and does not include centralizing kindergarten. Had the Superintendent's plan for Adams been communicated to the Committee in August 2021, a lot of time could have been saved in terms of the project timeline. I ask the Superintendent to remember that one of his very important responsibilities (per MASC and MASS) is to keep the School Committee updated on all matters regarding school operations and programs across the district. As we learned from the Adams scenario, communication with the Committee can serve to prevent unnecessary stress across the district.
- *Goal 5: Negotiate outstanding School District contracts as required by law*
 - To my knowledge, the Committee and district are meeting this goal
- *Goal 6: Maintain Policy Handbook*
 - The Committee and district are meeting this goal
- *Goal 7: Approve the Weymouth School Department budget.*
 - The Committee and district met the overall goal of moving a budget to the Mayor and Town Council. The Committee was not forwarded the Town's fall budget memo, as has been the standing practice, until the end of our budget process. With respect to certain benchmarks included with this goal:
 - *Considering such public input along with information and data provided by school department personnel through the school improvement plans and other resources.*
 - Mr. Wargo did not make clear to the Committee that Assistant Principal positions (among other personnel positions) would be funded by one-time funding provided by ESSER III monies until the end of the budget process. Further, the Superintendent chose not to consider months and months of

input from the Committee and public re: athletics fees until the Committee paused a vote on the AY23 fee schedule.

- Review application to DESE for ESSER funding in open meetings; determine how to incorporate into the school budget vote; assess impacts to the district as funding is implemented
 - The district's ESSER III application has never been shown to the Committee, nor has the Committee received a specific, line-item update of how the district plans to use ESSER funding.
- Identify funding for a Director of Race Equity and Inclusion to focus on equitable and inclusive goals and practices for our students, employees and community including increases in participation from students and families, decreases in disproportional disciplinary practices and special ed services.
 - WPS could very much benefit from a full-time, experienced educational leader tasked with setting the district on a strategic course towards implementing meaningful, transformative practices to encourage culturally proficient practices and culture change in every department, office, and classroom across the district. It is unfortunate that this goal was not made a priority this year.

Re: Element I-B-1: Without a doubt, Mr. Wargo frequently interacted with principals across the district. However, he has not provided any specific examples, evidence, or data to the Committee regarding his mentorship or evaluation of principals.

Re: Element I-B-2: In my discussions with Mr. Wargo, he has shared his hopes for increased student achievement across the district. However, the Superintendent has not provided the Committee with specific examples, evidence, or data regarding his specific goals or benchmarks for student effort/work across district grade spans and curricula. To illustrate this point, Mr. Wargo's July 1 School Committee update included, "Assessment scores of our elementary students are on the rise. Our intentional work on early literacy is supporting student growth and is positioning them for future success as they transition to their new grade levels in the Fall. At the high school AP student enrollment is increasing. Old beliefs that defined who can and who cannot succeed in an AP format are being challenged. Across disciplines content relevance and rigor is being addressed." While these statements signify a desire to increase the quality of student effort and work, there are no specific goals or data points to back up the statements. Additionally, data included in a June 23 WPS press release about student learning growth was not presented to the Committee prior to the publication of the press release, and these data have not been shared with the Committee following the publication of the press release.

Re: Element I-B-3: To my knowledge, the Superintendent has not intentionally investigated appropriate inclusive teaching practices that meet the diverse learning needs of all students across the district.

CP This is another area that evidence of progress on goals would have been helpful. In the Superintendent's goals, the mention of school visits (3 per school) and evaluations are mentioned. A report on what he was able to identify as opportunities and during these visits and how the budget prioritization of building leaders tied into the Superintendent's observation/feedback would be a helpful way of evaluating him for the upcoming year.

I hope to see more evidence on Element I-B-3. It was the choice of the Superintendent to not have an office/administrator for DEI and there has been movement in the Special Education space as well. These are the choices that I will be attentive to as we work towards improving some of our specialized programs, such as our language based program (with recently purchased curriculum) and the changes being made at our CEP program.

SB While I do believe there is always room for improvement I think we have seen a significant shift in our instruction delivery that I expect to pay dividends for the foreseeable future. We just need to keep our expectations high.

Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				
Element II-C-1. Time for Teaching and Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element II-C-2. Time for Collaboration	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations 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.	SEE PAGE ONE (1)			
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				
<p>TN Covid presented significant challenges for Mr. Wargo. Not only were the district policies in flux but so were the state and federal policies constantly changing. This effected all categories from the environment to H.R. to transportation, programing and athletics. I feel the metrics helped Mr. Wargo with real facts and data to get us back to in person learning as soon as possible. However, other districts had the health department attend meetings during the most critical times to do the explanation on information related to masks and Weymouth should have as well. Information on the new Chapman build has been great from the Administrative team aka Mel Curtin and Brian Smith.</p> <p>I also feel the Abigail Adams “repurpose” information has turned around and we are getting more information that we had before. Reminder Mr. Wargo cannot have another bomb like closing Johnson and taking Kindergarten out of the primary without going through the proper channels and having those conversations ahead of time. Time for collaboration needs to improve with the S.C.</p> <p>JS In some ways, I feel like I have insufficient evidence to reliably rate these items. This is something I would like to see change with some more communication from the superintendent and/or his staff. I have rated him “proficient” in scheduling and management info. Systems because I know he and the Assistant Superintendent for Curriculum have been supportive of the new leadership team of the Chapman Middle School in their invention of a schedule that provides as broad a variety of the experiences for which the new building was designed as possible for as many students as possible in the new school. More than just staying out of the way and letting a good team do good work (which is a value in itself), Mr. Wargo has worked with the WEA and others to make sure all of the agreements were in place to make this new schedule work.</p> <p>With respect to time for teaching and learning and time for collaboration, my rating of “needs improvement” only communicates my desire for increased communication about these aspects of school life.</p>				

RSS Mr. Wargo has not provided any specific examples, evidence, or data to the Committee regarding his efforts to minimize disruptions and distractions for school-level staff, but does not monitor or assess efficacy of these systems.

Mr. Wargo has not provided any specific examples, evidence, or data to the Committee regarding his efforts to set consistent expectations for administrator collaboration.

CP I will look forward to evidence to support the above Elements. A presentation for School Committee would be helpful for us to understand how the district is moving forward in these areas.

The mental wellness of our students and staff is a priority to create effective and efficient learning environment. I will continue to look for updates on incidents happening at our schools (MWC and WHS) to ensure that we are addressing the needs of our students to learn an environment that is safe, responsive, and supportive of all students.

SB I feel very confident in Rob's leadership on this set of goals. He very clearly understands the role of management and putting good people in place while empowering them to do their job. He is data driven and has shown a willingness to collaborate.

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
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"/>
Element III-A-2. Community and Stakeholder Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<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.				
Element III-B-2. Family support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement 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.	SEE PAGE ONE (1)			
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):				
<p>TN Communication needs to improve to ensure timely communication with all stakeholders are informed with the necessary crucial information. Mask mandate could have been handled better, Head nurse should have come to School Committee meetings to support decision making. Communication for the repurpose of Johnson School, as well as centralizing Kindergarten proposal was not handled correctly. Proper channels were not followed and the communality as well as our committee were not informed correctly. Backtracking had to happen when it shouldn't have.</p> <p>JS This should be a point of pride for the superintendent and his team. He has already reached out to the community in ways that none of the previous three superintendents with which I am familiar have done. He has reached out to the faith community – participating in the anniversary of a church in Jackson Square. He has reached out to the senior citizens of town in a way that has never been done, and I'll repeat that the visioning work that he facilitated in the opening months of his superintendency gave voice to scores of community members, from students and teachers to business leaders and government officials.</p> <p>What I suspect will be this administration's greatest contribution to family engagement just opened a few days ago – the Family Engagement Center. This not only provides a convenient way for families to get information about the schools and other services around town, but has a real justice-oriented impact as well. School systems are uniquely complex, and in most districts, there is a marked disparity in what families can access that is based solely on what they know about the inner workings of schools. Across America, the services that are likely to be accessed by families who are school-savvy (maybe college educated – maybe even teachers' families) is very different to what can be accessed by families who have</p>				

never heard the acronym “IEP” or known what a “504 plan” is. How many people who are not intimately involved with schools would know that the schools have programs directly aimed at getting food not only to the students, but to their whole families? This Family Engagement Center will level the playing field and create a situation where every family has the information it needs to make good choices about children’s education.

RSS Mr. Wargo has met with a number of community stakeholders and organizations. A strategic plan to further engage their partnership, however, has not been shared with the Committee.

Mr. Wargo has largely delegated family support to principals and other district leaders. The Superintendent has not provided any specific examples, evidence, or data to the Committee regarding his efforts to consistently monitor activities centered around family support.

CP Superintendent Wargo started his first year with a multi-day workshop. I had hoped that he would have a more active role in the workshop. I understood the concept of having the different stakeholders there with the facilitator, but when results were presented at School Committee, I believe there would have been more impact and meaning if Superintendent Wargo was a partner in the facilitation. There was a disconnect between this workshop and the decisions made regarding “equitable distribution” and the repurposing of Abigail Adams.

1. Choosing Abigail Adams as the place for an early childhood center did not address the priorities identified by stakeholders
2. The communication out to the community was done without listening sessions and confused the process ultimately creating a “walking back” of the Superintendent’s announcement.

My sense from this process was that Superintendent Wargo was reflective on the process and believe that these experiences may impact communication decisions going forward.

Additional steps have been taken to engage families during this year, the Superintendent has made improvements to the Website, the most centralized space for communication, and continued Sunday messages to connect families to the district.

I hope programs, events and volunteer opportunities continue to grow and bring families into our schools and further increase engagement.

SB As stated previously, Rob has shown a willingness to collaborate, take feedback and adjust (i.e. centralized kindergarten vs. neighborhood schools and the use of Adams). I also believe that the Family Engagement Center will be a successful and welcome addition to WPS. I am also hopeful that the assistant principals will move the needle on family support and an help with pushing engagement.

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
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.				
Element IV-A-1. Commitment to High Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element IV-A-2. Mission and Core Values	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL Rating for Standard IV: Professional Culture

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

SEE PAGE ONE (1)

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

TN The Organization Chart continues to be the first thing every superintendent does. Mr. Wargo's organizational chart included cutting positions and changing job titles. Cutting positions coming out of a pandemic gives me concerns. Job descriptions not given to S.C. until after the fact but wanting to have us approve of the position is backwards. Changing titles without notifying the School Committee is something that continues to happen. (example: S.C. secretary identified in budget book as administrator.) I don't feel Mr. Wargo understands or perhaps he's choosing to ignore the S.C. role and responsibilities. Members are continuously reminding Mr. Wargo that there are certain things we need to be informed and in some cases need to vote on before moving forward.

JS I believe the superintendent is committed to high standards, and he is certainly mission-driven. The only reason I chose "needs improvement" in one section above is because with the new decentralization it is hard to tell from the distant perch we occupy as school committee members, just exactly how that commitment to high standards looks when the responsibility for it is given (rightly) to the building leaders. I can't yet see from here what the superintendent does to actively support (or push if needed) building leadership in terms of keeping up academic rigor.

RSS With the exception of Mr. Bransfield's March 2022 presentation to the Committee (focused on elementary ELA and math achievement), the Superintendent has not provided any specific examples, evidence, or data to the Committee regarding his efforts to set high standards for teaching and learning across the district.

Aside from use of the 'three E's' (Engagement, Empowerment, Equity), which are described as areas of focus, the Superintendent has not provided any specific examples, evidence, or data to the Committee regarding his efforts to develop core values and mission statements for the district, nor has the Superintendent explained how the three E's may act as core values (if, in fact, that is how they are being used)

CP I have evaluated Superintendent Wargo based on one year and it is proving to be challenging without evidence or the time in the position to evaluate growth.

SB I gave a needs improvement as it relates to commitment to high standards because I believe for too long Weymouth has “settled” and I want to see us push the bar higher. It is more of a general comment on the town but I believe Rob can be an instrument to push that.