

## Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

# End-of-Cycle Summative Evaluation Report: Superintendent



|                        |                   |                  |                  |
|------------------------|-------------------|------------------|------------------|
| <b>Superintendent:</b> | Dr. Stephen Zrike |                  |                  |
| <b>Evaluator:</b>      | Beth Anne Cornell |                  | January 15, 2024 |
|                        | <b>Name</b>       | <b>Signature</b> | <b>Date</b>      |

## 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 checked="" type="checkbox"/> Significant Progress | <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            | <input checked="" 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Standard II: Management and Operations        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Standard III: Family and Community Engagement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Standard IV: Professional Culture             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" 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:

This has been a busy year for Dr. Zrike, and he has consistently risen to the challenge. Of his many achievements, the following stand out:

- \* leading the district in achieving the largest one-year high school academic increases in Salem's history;
- \* engaging community in the difficult decision to move the Saltonstall Middle School program to Collins;
- \* providing invaluable guidance during negotiations with the STU, resulting in long overdue salary increases and paid parental leave;
- \* identifying and engaging in a collaborative process to improve grading practices at Salem High School;
- \* improving transportation efficiency and safety throughout the district;
- \* increasing attendance rates throughout the district;
- \* leading the reimagining of the middle school experience at Collins to empower students and improve learning.

All data suggests that the district is moving in the right direction, and Dr. Zrike has been the driving force behind our continued improvement.

# 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                            |
|------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>Student Learning Goal</b>       |                    | The Superintendent will work with Salem Public School educators to support our students to become independent learners who can achieve at their grade level or higher.                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Professional Practice Goal</b>  |                    | To elevate the voices of students and parents to tap in their funds of knowledge and prepare them to take action and lead.                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>District Improvement Goal 1</b> |                    | To lead the upcoming (post-COVID) strategic planning effort for the Salem Public Schools – process, implementation, and progress monitoring. The strategic plan must be visionary, forward thinking and set aggressive and attainable goals for improved student outcomes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>District Improvement Goal 2</b> |                    | To fully implement and report on the district's progress toward its strategic priorities, initiatives and goals.                                                                                                                                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>District Improvement Goal 3</b> |                    |                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>District Improvement Goal 4</b> |                    |                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input 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<br>I-B. Instruction<br>I-C. Assessment<br>I-D. Evaluation<br>I-E. Data-Informed Decision-making<br>I-F. Student Learning | II-A. Environment<br>II-B. HR Management and Development<br>II-C. Scheduling & Management Information Systems<br>II-D. Laws, Ethics, and Policies<br>II-E. Fiscal Systems | III-A. Engagement<br>III-B. Sharing Responsibility<br>III-C. Communication<br>III-D. Family Concerns | IV-A. Commitment to High Standards<br>IV-B. Cultural Proficiency<br>IV-C. Communications<br>IV-D. Continuous Learning<br>IV-E. Shared Vision<br>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                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>I-B. Instruction:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-C. Assessment:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>I-E. Data-Informed Decision Making:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard. |                          |                                     |                                     |
| <b>OVERALL Rating for Standard I: Instructional Leadership</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>I-A Curriculum: Curricula, as it is presented to the School Committee during regular meetings, is unique, engaging and student-centered. Since the adoption of the strategic plan, all curricular reports to the SC deliberately reflect strategic initiatives. There has been a marked improvement in the homework load and expectations for students in middle and high school.<br><br>I-B Instruction: Educators continue to use high quality curricula to challenge and support students. Over the course of the next year, the SC would like to see what steps are being made to improve 3-8 ELA achievement.<br><br>I-C Assessment: Dr. Zrike regularly examines data, including STAR performance results, with the executive team, district leadership team and principals to adjust practices based on academic and non-academic outcomes, and shares these analyses with the SC. I greatly appreciated Dr. Zrike's leadership when it came to assessing the SALTS middle school program, and his proposal to consolidate middle schools for the benefit of all students. Significant improvement must still be made toward leading and supporting staff in the area of post-secondary preparation, particularly for traditionally marginalized students.<br><br>I-E Data-Informed Decision-Making: Dr. Zrike uses data-driven practices whenever possible, including using Panorama survey results, chronic absenteeism reports, STAR performance results, dropout and discipline data, etc. to improve district practices. This approach has yielded concrete outcomes for the district, including our strong improvement with regard to attendance and the fact that all 8 of our schools improved their accountability percentile rank as compared to the previous year.<br><br>I-E & I-F Student Learning: Though the district still has progress to make with regard to academic support for ML learners, I am please to see that Salem Public Schools' student progress towards English proficiency (ACCESS) was 6-percentage points higher than the state average and higher than 20 of 26 Gateway Cities. |                                                                                                                                                                                                                                                                                         |                          |                                     |                                     |

# 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                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>OVERALL Rating for Standard II: Management &amp; Operations</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br><br>II-A. Environment: Dr. Zrike has established effective routines and procedures to support the district's operations. He is in regular conversation with administrative leadership as well as municipal support entities including the Salem PD. Under his leadership, SPS has improved safety protocols, perhaps most notably around communication and reunification procedures. With the MSBA high school building project in full swing, Dr. Zrike should look to be a more prominent voice in the design and building process. Additionally, in the coming year, the SC will look to Dr. Zrike to advise us on potential building closures and school reconfigurations.<br><br>II-B. Human Resources Management and Development: Dr. Zrike continues to prioritize the recruitment and development of teachers of color to better reflect the demographics of our students and has exceeded the district goal of increasing the number of non-white teachers and staff. Additionally, Dr. Zrike has made it a priority to develop leaders from within the district and to reassign staff to roles where they can be challenged and thrive.<br><br>II-C. Scheduling and Management Information Systems: Dr. Zrike and his team have streamlined assessments and are able to provide data to the school committee swiftly upon request. As a result of his counsel during teacher contract negotiations, he has empowered educators to assess and improve the current high school schedule.<br><br>II-D. Law, Ethics, and Policies: In this area Dr. Zrike has the highest personal standards and is able to speak knowledgeably about most laws and guidelines. When he is not, he is swift to seek legal counsel.<br><br>II-E. Fiscal Systems: The budget development process is collaborative, transparent, and reflective of strategic goals and initiatives. Dr. Zrike's approach is practical and inclusive of the needs of each school. The phasing out of ESSER funds has been a challenge, but one the Superintendent and Assistant Superintendent of Finance and Operations Elizabeth Pauley have prepared well for. Dr. Zrike's team has an exceptional handle on district finances. |                          |                          |                          |                                     |

# 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                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>III-A. Engagement:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b><br>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. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

III-A. Engagement: One of Dr. Zrike's greatest strengths is his ability engage community members in decision-making and high-level discussions about student learning and experiences. Dr. Zrike continues to implement strategies to engage all families more actively and equitably, including relying on valuable input from our diverse Parent Advisory Council and our ELPAC families. Outreach initiatives like summer neighborhood walks, home visits and in-person meetings are invaluable to our diverse community and to ensuring that all families are heard and engaged. Community outreach is a top priority for Dr. Zrike, which is further reflected in community meetings regarding the closure of the SALTS middle school as well as engagement around the high school building project.

III-B. Sharing Responsibility: Dr. Zrike's commitment to community engagement creates a culture of shared responsibility among students, parents and guardians, and community members. His willingness to engage with entities including the Salem Rotary, the Salem Partnership, the City Council, the Salem Education Foundation, and other community partners fosters pride and engagement throughout the city..

III-C. Communication: Over the past year, Dr. Zrike has committed himself to engaging student voices. He has taken their feedback on everything from the high school grading system to lunch menus. As a result, Salem students \*know\* their Superintendent and believe that their voices matter. I'm not sure there is a higher compliment I can give to the person leading our district.

III-D. Family Concerns: Because of the communication strategies noted above, Dr. Zrike is able to respond to family concerns quickly; however, the parents who do not reach out to schools and the district are of equal concern to him. As a result, he has made concrete efforts to connect with and solicit feedback from our immigrant, un-housed, and non-English speaking families through advisory groups and one-on-one relationships. The district is extremely fortunate that Dr. Zrike is bi-lingual and able to connect with Spanish-speaking families throughout the city.

# 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).)

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>IV-B. Cultural Proficiency:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>IV-D. Continuous Learning:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>IV-E. Shared Vision:</b> 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.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.<br><input type="checkbox"/> Focus Indicator (check if yes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>OVERALL Rating for Standard IV: Professional Culture</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b><br>IV-A Commitment to High Standards: Dr. Zrike has set high expectations for administrators, teachers, and staff, and he models those expectations in his own professional development and practice. The new middle school experience is an excellent example of his willingness to think creatively about student engagement. Under his leadership, middle school educators and leaders have created a culture of high standards for students and reestablished community in middle school education. Based on the feedback received from educational consultant Rachel Skeritt, it is clear that post-secondary support at the high school level is in dire need of an overhaul.<br><br>IV-B. Cultural Proficiency: Dr. Zrike is exceptional in this regard. The new strategic plan reinforces the district's commitment to diversity and equity, and Dr. Zrike is committed to holding the district to the aspirations outlined in the plan.<br><br>IV-C. Communication: As noted elsewhere in this evaluation, Dr. Zrike excels in his communication skills both at the interpersonal and district levels. He has brought a transparency and accessibility not seen in the district for some time. Through Facebook Live (in both English and Spanish), regular newsletters, and in-person and phone conversations with stakeholders, Dr. Zrike has been able to foster community and increase trust.<br><br>IV-D. Continuous Learning: Dr. Zrike and his team use student data and other assessments (step-backs, STAR) to improve student learning and curricula. Dr. Zrike continues to use Panorama survey data to counsel school leaders on how to create increased opportunities for staff to elevate their voices, ideas, and perspectives as it relates to school improvement.<br><br>IV-E. Shared Vision: Dr. Zrike's strong communication skills enable him to leverage strong relationships with the teacher advisory group and the Salem Teachers union to create a shared vision for the district.<br><br>IV-F. Managing Conflict: Dr. Zrike is adept at managing conflict in part because he is adept at setting expectations. When conflict does arise, he is open to criticism and clear about his intentions. |                          |                          |                                     |                                     |