

Superintendent Evaluation 2022-2023

Introduction:

Working closely with the Board of Education, our staff, and the community, the Superintendent has continued to facilitate the development and implementation of our Strategic Plan, a visionary agenda that sets high performance expectations for all students and staff and seeks to transform our school system to meet the demands of an evolving workforce economy.

With Dr. Tudryn's leadership, the district is positioned to implement a new literacy program at elementary and middle schools this fall. This program, regional and national research shows, will have a noticeable impact on how our students learn. It is work aligned with the literacy review conducted by Dr. Rafferty last year, and builds on the other district wide instructional improvements underway.

Along those lines, the Superintendent has continued to strengthen our core classroom instruction through the work of our schools' instructional leadership teams. The progress of this work is highlighted by the high number of our middle school students being identified as and participating in the Talented and Gifted program. This work is rigorous for students, but also encourages them to continue to explore and pursue those areas in which they naturally excel.

While there are always areas to improve upon, this has been a very successful school year. The Central Office leadership team successfully completed its first full year and the synergy is beginning to take hold. The leadership team is modeling a new culture of inclusiveness and accountability and there is momentum of ambition throughout the district because of it.

The vision for the future of EWPS has been established, and through our strategic plan and the board's adoption of board goals, is fast becoming a reality. It is a vision that sets high expectations for all students and staff as we transform our school system and provide every student with the skills and habits they need to find success in life.

The Superintendent's Overarching Goal Completion Report:

The Superintendent conducted a self-assessment for the 2022-2023 school year based on the CAFE/CAPSS Superintendent's Performance Evaluation Plan. The Performance Plan outlines six focus areas that include: (1) Growth in Student Achievement; (2) Educational Leadership; (3) Organizational Management; (4) Community Relations; (5) Board of Education Relations; and, (6) Personal and Professional Qualities of Relationships.

Date Completed by: June 2023

Timeline of Evaluation Process:

Beginning of New Evaluation Year Meeting – December 12, 2022

- The Superintendent’s priority goals were approved by the BOE in open session through collaborative discussion, goal setting and feedback. The approved goals were the following:

Goal #1

Provide leadership and oversight with the enhancement of reading, writing, and math instruction to prepare our students to be informed lifelong learners demonstrated by increased student performance as outlined in the Portrait of Graduate & Strategic Plan.

Goal #2

Provide leadership and support in the educational mission through the development and organization for an internal business office to ensure successful development, implementation, and oversight of the Board approved annual capital and operating budgets.

Goal #3

Foster, strengthen, and expand school to community connections at all levels, including family engagement, town officials, and residents without children in schools

Goal #4

Build and create internal systems of distributed leadership necessary to enhance our instructional practices and improve student learning.

Mid-Year Evaluation Meeting – April 26, 2023

- The Superintendent’s mid-year evaluation review with the BOE was held during executive session. The BOE reviewed its performance, held informal leadership team discussion on progress on goals, and provided targeted informal feedback to the Superintendent on his performance.

End of Year Evaluation of the Superintendent

Self-Reflection by Dr. Tudryn:

When I reflect upon the work we have done in these past two years, I can not entirely separate my own work from the collaborative effort that has led to the successes we have seen.

That collaboration between myself, the Board, and the leadership team has allowed me to experience success as a hands-on chief executive and educational leader for our school system. Working diligently to establish meaningful relationships with community leaders, parents, staff, and students has created an environment in which I have built trust and credibility in our community. I believe the support and passage of our budget this year is testament to that work. In short, our community believes in us.

I take great pride in my leadership team as their work, collaboration, and drive are evident through their everyday interactions and behaviors. We have created an administrative team that holds each other accountable, a necessity for our district's professional growth.

By being accountable to each other as administrators, accountable to the staff we lead, and most importantly, accountable to the community we serve, we are building a reputation as an organization that is professional and trustworthy. When it comes to being superintendent of a school system, I believe this goes hand in hand with helping our students find academic success.

Lastly, I believe it is my ability to seek out support from others, to network and find new resources, and to seek counsel from local, state, and regional experts that is helping our district grow. In accessing a vast network of retired and active superintendents through CAPSS, HASA, and Alliance, I have continued to nurture my professional growth. Equally important has been my ability to seek counsel and advice from each member of our Board of Education, and to implement that guidance and perspective into our day to day operations. The result has been a true sense of collaborative success. With that said, our district achievements, under my leadership and supervision, include:

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Targeted Goal(s):

- **Goal #1:** Provide leadership and oversight with the enhancement of reading, writing, and math instruction to prepare our students to be informed lifelong learners demonstrated by increased student performance as outlined in the Portrait of Graduate & Strategic Plan.

Evidence:

- Students in grades K-8 increased the percentage at or above grade level for both reading and math based on the i-Ready test results, while the number of students that scored at the below grade level decreased.
- Broad Brook School i-Ready Data:
 - 90% of students were at or above grade level for Phonological Awareness
 - 80% of students were at or above grade level for Phonics
 - 89% of students were at or above grade level for High Frequency words
- Middle School i-Ready Data:
 - In math, all grade levels had a double digit percent increase for students at or above grade level, as well as having a double digit percent decrease with students at risk.
 - In reading, all grade levels demonstrated an increase with growth and students in grade levels 5-7 had a double digit percent increase at or above grade level. All grades demonstrated a decrease in percent of students below grade level.
- During the school year, six percent of students in grades 4-7 were identified for the talented and gifted program.

- High School Data
 - During the 2022-2023 school year, Exact Path was a newly implemented standardized measurement tool. Previously, there was no progress monitoring tool in place at the high school level. There were two administrations of this new tool during the school year since January. Going forward, we have the tools in place to establish baseline data at the beginning of the year and monitor our progress.
 - Twelfth grade SAT scores rose above state average for both math and verbal in comparison to that cohort's scores from eleventh grade.
 - The number of AP tests taken increased by 23 tests, and the number of passing scores increased by 21% from Spring of 2021 to Spring of 2022 (results for 2023 will not be available until the summer).
 - Through our partnership with Vernon Regional Adult Based Education programs, we had 4 students obtain their certified nursing assistant licensure and one student completed an apprenticeship program of 700 hours at Dymotek.
- Overall, the majority of parents responded positively to the two questions on providing high academic expectations and satisfaction with their child's school on the End of Year Parent Survey on School Climate. Last year, there was a large number of parents that responded neutral (neither agree or disagree) and we removed this option for this year's survey.
- Developed and implemented a district assessment calendar for ELA for grades K-8.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Targeted Goal(s):

- **Goal 1:** Provide leadership and oversight with the enhancement of reading, writing, and math instruction to prepare our students to be informed lifelong learners demonstrated by increased student performance as outlined in the Portrait of Graduate & Strategic Plan.
- **Goal 3:** Foster, strengthen, and expand school to community connections at all levels, including family engagement, town officials, and residents without children in schools
- **Goal 4:** Build and create internal systems of distributed leadership necessary to enhance our instructional practices and improve student learning.

Evidence:

- All curriculum, school and superintendent reports to the BOE demonstrate a direct connection to both the Strategic Plan and Portrait of the Graduate.
- Semi-annual progress updates on the Strategic Plan are provided at Board of Education meetings.
- Updated and revised PLC leader job descriptions to reflect responsibilities necessary to build leadership capacity at the teacher level.
- Completed Initial Discovery Report from Trusting Readers to establish a baseline understanding of our needs in relation to teaching and learning in a literacy block in preparation for the implementation of a new literacy program (state mandated).
- Each building based instructional leadership team met twice a month to analyze data related to the instructional trends necessary to establish and implement consistent school-wide best practices.
- Each school developed an instructional focus through their building-based instructional leadership team. The instructional focus is aligned with the POG and will be monitored for consistency and fidelity through the school administrators' weekly instructional walkthroughs.
- Building administrators conducted instructional walkthroughs on their school's instructional focus on a weekly basis and shared the data to staff in their staff newsletters necessary to provide progress monitoring and accountability for the work aligned with the district's professional development plan.
- Building administrators provided weekly updates in their staff newsletters that highlight various data collection related to progress monitoring of instructional strategies and student learning.
- A professional development plan was developed and implemented to support the district's work on:
 - Building instructional leadership teams at each building
 - Supporting newly implemented literacy strategies and resources
 - Continuing to support the implementation of math programs
 - Supporting best pedagogical teaching practices
 - Establishing MTSS at the HS to support tier 1 instruction and behavioral supports
- Implemented a teacher meeting schedule that provides adequate time for BBS teachers to collaborate on best practices and analyze data that leads to addressing the individual needs of their students.

III. Organizational Management:

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Targeted Goal(s):

- **Goal 2:** Provide leadership and support in the educational mission through the development and organization for an internal business office to ensure successful development, implementation, and oversight of the Board approved annual capital and operating budgets.

Evidence:

- Developed a consistent meeting schedule for the BOE finance sub-committee to increase internal control
- Successful implementation of the corrective action plan related to last fiscal year's budget audit.
- Rebuilt the chart of accounts in Munis following UCOA (Universal Chart of Accounts)
- Completed the restructuring of the business office with the hire of accounts payable.
- Completed bank reconciliations necessary for timely completion of the FY22 budget audit
- Developed and implemented a process to ensure timely completion of monthly bank reconciliations going forward.
- Developed and implemented systems that accurately tracks the grant expenditures and booking revenues from state and federal grants.
- Food Service & FRC is fully reconciled; accurate accounting and purchasing systems in place
- Food Service Operations were fully self-funded during the FY23 and supported the purchasing of new equipment replacing older, outdated equipment.
- Developed a Superintendent's Proposed FY24 Budget including a well-organized, comprehensive budget booklet. This booklet was transparent and provided a myriad of information for all interested stakeholders to review. Worked in partnership with the BOE to develop a budget workshop schedule that led to the development of the BOE's Proposed FY24 budget. Budget booklets were produced for both the Superintendent's Plan and BOE's Proposed budget outlining the spending needs of the district.
- Partnered with BOE members and completed five new collective bargaining agreements.
- Adopted the district's first strategic communications plan, one that focuses on both internal (human resources, employee engagement, and town government relations) and external (recruitment of students enrolled in magnet schools, enrollment of school choice families, and retention of existing students).
- Successfully adjusted the district's budgetary plan to minimize town-mandated reductions of the FY24 budget. Creative use of FY 23 funds allowed the district to continue forward with minimal impact of \$250,000 cut to 24 budget.
- Successfully participated in the Teacher Residency Program to increase our teacher diversity, and hired the teacher resident full-time for the 2023-2024 school year.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Targeted Goal(s):

- **Goal 3:** Foster, strengthen, and expand school to community connections at all levels, including family engagement, town officials, and residents without children in schools

Evidence:

- Oversaw successful launch of a new school district website that is easier to use, more accessible to families, and provides a tool from which to provide easier access to important news and information.
- Launched social media and local promotional campaign around tenets of strategic plan (see posters).
- Continued to foster relationships with a network of community influencers, including at town hall, chamber of commerce, community events, and school events.
- Partnered with an outside consultant to develop in collaboration with the Board of Education, board goals designed to strengthen long-term planning and meet community needs.
- Invested in recruitment and retention initiatives that saw School Choice enrollment increase significantly.
- In the midst of implementing a strategic communications plan that focuses on both internal and external relations. Internal relations includes but is not limited to human resources, employee engagement, and town government relations. External relations includes but is not limited to outreach to constituents, recruitment of students enrolled in magnet schools, enrollment of school choice families, and retention of existing students.
- Marketed activities and practices that invite community participation in school events, including the Karen Drake Field dedication, band playing for seniors at middle school breakfast, Theater Production of Cinderella saw record turnout, held in partnership with state police a well attended Internet Safety Night, redesigned kindergarten tours, emphasized importance of school choice recruitment and saw record enrollment in our Choice Program for FY24 school year.
- Created a contest through School Climate and Equity Committees and in partnership with towns Parks and Recreation in which students developed pre-recording for “snow day” announcements to also be posted on social media during snow day cancellations and alerts.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

Targeted Goal(s):

- **Goal 1:** Provide leadership and oversight with the enhancement of reading, writing, and math instruction to prepare our students to be informed lifelong learners demonstrated by increased student performance as outlined in the Portrait of Graduate & Strategic Plan.

- **Goal 2:** Provide leadership and support in the educational mission through the development and organization for an internal business office to ensure successful development, implementation, and oversight of the Board approved annual capital and operating budgets.
- **Goal 3:** Foster, strengthen, and expand school to community connections at all levels, including family engagement, town officials, and residents without children in schools
- **Goal 4:** Build and create internal systems of distributed leadership necessary to enhance our instructional practices and improve student learning.

Evidence:

- Please refer to the evidence listed in the other five domains.
- Board of Education goals voted and approved on May 10, 2023

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional life.

Targeted Goal(s):

- **Goal 1:** Provide leadership and oversight with the enhancement of reading, writing, and math instruction to prepare our students to be informed lifelong learners demonstrated by increased student performance as outlined in the Portrait of Graduate & Strategic Plan.
- **Goal 2:** Provide leadership and support in the educational mission through the development and organization for an internal business office to ensure successful development, implementation, and oversight of the Board approved annual capital and operating budgets.
- **Goal 3:** Foster, strengthen, and expand school to community connections at all levels, including family engagement, town officials, and residents without children in schools
- **Goal 4:** Build and create internal systems of distributed leadership necessary to enhance our instructional practices and improve student learning.

Evidence:

- Participation in meetings on a monthly basis with community groups not usually affiliated with the school system: IBEW, Jim Richards from the Chamber of Commerce, North Central CT Chamber of Commerce- Kindness Program, Curriculum Council/Witness Stone Project, Youth Service Bureau, Ellington YMCA community network sessions, etc.

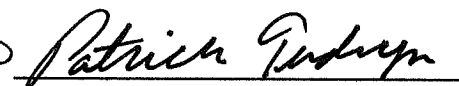
- Attended every Board of Finance budget workshop meeting to build relationships and develop a great understanding of the process necessary to support and advocate for the school budget.
- Attendance at the Board of Selectmen meeting to support the presentation by Chief Carl and Cheryl Gustafson on the necessity of establishing a Youth Service Bureau.
- Regular attendance at the monthly Town Senior Staff meeting. Presented to all department heads on the school system during the November meeting.
- Adopted a school wide goal as part of teacher evaluation focused on communication with parents and families. Majority of families report that teachers are in contact with them.
- Monthly Administrator Team Meeting agendas with focus on teaching/learning, school climate, security, and business operations.
- Superintendent meets all new certified staff hires for final approval.
- Continues to implement Central Office staff meetings with set agendas.
- Organized a Christmas party for all administrators and administrative assistants.
- The development of a school-wide instructional focus by each school's building-based instructional leadership team.
- Reorganization of the business office and Human Resource department to better meet the needs of staff and daily operations.

VII. Conclusion

The Board commends the Superintendent for meeting or exceeding all of his goals. The Board appreciates the Superintendent's hard work and commitment to the East Windsor Public Schools. The Board looks forward to continuing to work with the Superintendent and to supporting his efforts to make further improvements in student performance.


 Randi Reichle
 Chair, East Windsor Board of Education

9/13/2023
 Date


 Patrick Tudryn, Ed.D.
 Superintendent, East Windsor Public Schools

9/13/23
 Date