

**Marblehead Public Schools**  
**Superintendent Evaluation Goals**  
**2025-2027 School Year**

**Name:** John J. Robidoux

**Goal 4: Student Learning Goal:**

**1. Name of Goal:**

Identifying meaningful ways to assess and enhance/improve students' academic achievement and social/emotional growth PK-12

**2. Summary/description of goal:**

It is incumbent upon administrators to ensure that we have ways to assess student achievement and growth beginning in the early grades and carried through graduation. In the absence of MCAS as a graduation requirement, it is even more important that we address ways to ensure students are meeting standards and that their achievement is accurately documented in multiple ways. Over the next 18 months, I will work with administrators, data team members and our instructional coaches to collect pertinent student data focusing on areas of strength and identifying areas of growth and development in order to ensure that district assessments are providing meaningful data to affect positive student achievement and growth. Along with ensuring that the district has the appropriate assessment tools in place, this goal will also explore ways to ensure that the curricular materials and resources are supported by our budget and are implemented with the proper training for educators.

**3. Why did you choose this goal?**

Educators are generally good at knowing where their students' strengths and areas of growth lie, however, having specific measures of academic achievement and social/emotional growth is important to ensure that student outcomes are aligned with our high expectations. It is important to share, with our educational community stakeholders, the ways in which student growth and achievement is measured, what tools we are using across the district, and how those tools are chosen and utilized. It is equally important to ensure that the budget supports the curriculum, assessments, training and resources required for educators to successfully implement programming and assessments across the district.

**4. How will you measure this goal?**

This goal will be measured by review and sharing of data derived from district assessments including, but not limited to: DIBELS, iReady, IXL, MCAS, and common assessments. Specific data points will be identified and discussed with stakeholders to

determine areas of focus. Meetings and discussion with administrators, data team members, guidance and our instructional coaches will help inform the data collection and review process. Professional development is key, especially when new curricular material/assessments are implemented, so ensuring that feedback from educators regarding PD provided will help measure effectiveness of this goal. Student outcomes on assessments will measure the success of this goal based upon comparison to previous assessment periods and how our students compare to similar districts.

**5. What will the evidence be that demonstrates meeting this goal?**

Evidence toward the achievement of this goal will be provided through data gathered from the aforementioned assessments through mentor meetings, data team meetings, input from administrators, assessment results and ongoing conversations with instructional coaches and building-based educators and administrators. Utilizing scores on AP exams, SATs, ACTs and assessments of special education students will also be important evidence toward completion of this goal. Comparing student growth year over year and in comparison to similar districts will be a way to measure the success of the assessment tools, curricular material, resources provided and student achievement moving forward. Reporting the data culled to the School Committee quarterly will assist in providing evidence of meeting this goal in an ongoing manner.

**6. What is the timeline for this goal? (start, benchmarks, end)**

Data is collected and reviewed from assessments throughout the year and will be reported to the school committee quarterly. Report cards, progress monitoring and state/district assessment results will provide benchmarks as well. Over the course of the next 18 months, I will ensure that there will be cohesive, research-based assessments that provide student achievement data highlighting areas of strength and areas of growth that will be continually addressed.

**Standards and Indicators:**

*I. Instructional Leadership*

I-C: Assessment

I-D: Instruction

I-E: Data-Informed Decision-making

*II. Management & Operations:*

II-C: Scheduling & Management Information Systems