

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: John J. Buckley _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent

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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Dr Buckey has successfully completed the following:

- Leadership and dedication to the district. Dr. Buckey should be commended for this.
- Improvement in transparency of the budget and detail provided to the district this year. The result being that the school budget became the standard that other departments were asked to reach by the Finance Committee.
- A tremendous amount of data has been collected.

Growth areas for Dr. Buckey include the following:

- A point of continued improvement would be to then transition from data to instructional/process/ with measurable outcomes for the district.
- How is data being used to inform practices? How is this data being used to course correct and improve student learning? How are we measuring the success of those practices?
- Improved engagement with critics. Dr. Buckey needs to ensure that he is continues to lead proactively rather than reactively.

Superintendent's Performance Goals - Student Learning Goal



During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PfS while stabilizing and advancing the METCO program and increasing equity for all students, with specific focus on students receiving special education.

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey was able to successfully perform the following:

- Stabilize the METCO program.
- Successfully incorporated data and analytics to inform performance vs student learning goals.
- Use data to address stakeholders questions in relation to CP1 and CP2, demonstrating student performance after combination.

Growth areas for Dr. Buckey include the following:

- Working to improve outcomes relevant to Special Education, to include engagement.
- Quantifying the impact of any initiative.
- Detailing the data derived from student and community facing initiatives.

The School Committee will ensure that there is additional specificity in next year's goals noting the requirement of details and examples of any successes and their positive impact on our students.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - Professional Practice Goal



Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey was able to successfully perform the following:

- Demonstrated growth in his leadership style with his senior team to include principals and assistant superintendents.
- Improved his relationship with the CBU and securing their support. This was evidenced recently with the presentation on sick leave bank.
- Taken advantage of grants to further his professional development with several regional and national level superintendents' conferences. He should be encouraged to continue to do so.
- Elected by superintendents of other districts on the north shore of MA to chair the Superintendent's Roundtable.

Growth areas for Dr. Buckey include the following:

- Ensuring that next year we have more measurable and quantifiable outcomes as it relates to the students will be paramount.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
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I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1

Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey was able to successfully perform the following:

- Engaged in the buildings and classrooms of MPS to see first hand the efficacy of education in the district.
- While there was a portion of this goal specifically highlighting equity and inclusion, which was an unfunded mandate in FY23, Dr. Buckey and his team appropriately maintained an excellent environment for social and emotional learning within MPS as evidenced by limited or no complaints in this area.

Growth areas for Dr. Buckey include the following:

- Specific and measurable examples of how these rounds positively affect the students.
 - There has been some progress made in providing individualized academic plans to meet students where they are (in their learning journey).
- The committee remains hopeful that this focus will continue with more consistent implementation for all students.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2



During the 2022-2023 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey was able to successfully perform the following:

- Extended effort to expand his community engagement with all stakeholders of MPS. He attends innumerable community meetings, serves on external committees, meets with select board and town administration.
- Pursued ARPA funding, vigorously.
- Developed an FY24 budget that was widely complimented for it's transparency and detail. That should set the standard for the town.

Growth areas for Dr. Buckey include the following:

- Improving engagement with critics.

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

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	<small>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.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Buckey was able to successfully perform the following: - Successful implementation of the second year of the math curriculum. Growth areas for Dr. Buckey include the following: - Ensuring consistent instruction and communication across all leadership, settings, and schools.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Buckey was able to successfully complete the following: - Worked well with the Assistant Superintendent of Operations, resulting in smooth operations management. - Tackled multiple important policy considerations and worked on bolstering policies that were of concern to professionals within the District. - Created a culture of upward mobility for staff. The Assistant Superintendent and High School Principal have achieved their career goal of attaining Superintendent positions. I - Ensured new staff are seamlessly integrated into the district and supported to meet the high standards he models.				
CONTINUED BELOW				

Comments and analysis Continued.

Growth areas for Dr. Buckley include the following:

- Adhering strictly to public records laws - with advice of counsel.
- Ensuring consistent instruction and communication across all leadership, settings, and schools.
- Focusing on more proactive rather than reactive engagement.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Buckley was able to successfully complete the following: - Excelled at culturally appropriate communications. Growth areas for Dr. Buckley include the following: - Focusing more on the message rather than the messenger requires improvement. - Continuing to inform stakeholders his stance, consistently. It is important to continue to remain invested in the community and obtain continue participation. - Ensuring consistent instruction and communication across all leadership, settings, and schools.				

Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr. Buckey has successfully completed the following: - Showed proficiency in professional culture. CONTINUED BELOW				

Professional Culture - Comments and analysis Continued.



Growth areas for Dr. Buckley include the following:

- Ensuring consistent instruction and communication across all leadership, settings, and schools.
- Ensuring shared vision is critical. One example indicator was the process surrounding the decision to reduce recess from 2 to 1 for elementary school in opposition to the unanimous recommendation to keep 2 by the committee appointed to explore this topic.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	John J Buckley		
Evaluator:	Sarah Fox		06.04.2023
	Name	Signature	Date

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Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
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Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

I have seen Dr Buckley improve this year and commend him on that. I also see areas of growth potential that remain.

Dr Buckley has made improvements in the area of Family and Community engagement by engaging in a budget forum prior to the final budget roll out hosted by the School Committee. Moving forward I would like to see Dr Buckley develop his communication skills further so he is communicating independently more and relying on outside communications support only when required due to unforeseen circumstances. In regards to two way communication, I would like to see a greater focus on the message being conveyed rather than who is conveying the message.

Dr Buckley is very present in the schools for weekly instruction rounds and at a large amount of community events. I applaud his attendance at these events and like that the students and staff recognize him from seeing him in the buildings. However, I have not been presented with specific action items as examples of the how these things have benefitted the district. Moving forward I would like specific examples of how data taken from these rounds or experiences from attending these events have informed decision making for Dr Buckley. Without these specific examples these factors do not necessarily lend themselves as reasons goals are being reached. The measurability and reporting of growth due to the data yielded piece remains unclear to me.

As far as professional leadership Dr Buckley has done an excellent job completing his superintendent initiation 3 year program. He has established himself in many peer organizations and I look forward to hearing how this yields positive results for the students of Marblehead. The lack of a 360 degree anonymous review by the staff continues to be a problem while trying to review the effectiveness of Dr Buckley as a leader. Measurable data based on specific questions will yield results that will aid these reviews moving forward.

Superintendent's Performance Goals - Student Learning Goal

Dr Buckey has lunches with various student stakeholder groups which should be celebrated. Moving forward I would like to see Dr Buckey meet with students who are receiving special education services to hear their feedback as well as those of their parents or guardians. I would like to see Dr Buckey develop stronger oversight of the Student Services Department to help ensure increased opportunities for inclusion for all of our students.

I am happy to see data collection has increased this year under Dr Buckey's supervision. I would like to see next steps developed further. At present I have not been provided clear examples of how this data is driving all learners being appropriately challenged.

I would like to see specific examples of outcomes from instructional rounds. These rounds are a great tool to increase Dr Buckey's visibility in the schools. As they account for a significant amount of Dr Buckey's time, it would be helpful to see measurable data explaining the positive outcomes from these rounds on student outcomes.

Superintendent's Performance Goals



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Standards and Indicators for Effective Administrative Leadership

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

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I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - Professional Practice Goal

Dr Buckey has a professional practice goal of developing strong relationships with the School Committee and union leadership. While Dr Buckey has made improvements with the School Committee relations there is still room for growth. It seems clear there are chosen bonds with specific members and friendships that may cloud professional relationships. All members have not seemed to have access to the same information at the same time.

Additionally specific presentations, like a recent presentation on FOIA requests seem to have a political agenda targeting specific individuals. I believe this has been a pattern and creates undue stress on professional relationships between the committee and Dr Buckey.

Dr Buckey continues to work with the union and School Committee chair to come to an agreement for creation of a sick leave bank. While the one meeting that has been held went amicably, It is hard to effectively evaluate the relationship between Dr Buckey and the union without an anonymous survey of union membership.

Dr Buckey has been dedicated to the completion of the New Superintendents Program. He has also advanced his involvement in regional, state and national superintendent groups. I would like to see more of a focus on time spent in Marblehead this coming year as we focus on big financial hurdles, increases in out of district placements as well as combating the effects of the Covid-19 pandemic on our students.

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1

Dr Buckey continues to perform instructional rounds. It would be helpful to see specific and measurable examples of how these positively impact educators and students as noted above. An anonymous survey by staff with feedback regarding how these rounds have benefitted or grown their practices would be valuable.

The IReady assessment provide useful data collection. It would be helpful to see specific and measurable examples of how this data is driving interventions as well as providing appropriate opportunities for differentiated learning. An example at each learning level would be helpful in understanding how this data is being used to further outcomes for student receiving academic supports, working at grade level and working above grade level.

In order to gauge significant improvement on this goal, more specific examples of student outcomes are needed.

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership

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

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

Superintendent's Performance Goals - District Improvement Goal 2

Two way communication was improved in the area of budget this year. Thought exchange and a public forum helped provide detailed feedback about budget priorities from our community.

The budget development process received much praise for improvement. Transparency regarding the budget has been celebrated this year.

While Thought exchange held promise as a tool for engaging the community, it seemed to be used very limitedly to justify its cost as a survey tool. Until a strategic plan for its use and implementation of its data results is created I do not feel it is a contract that should be continued.

Dr Buckey has been present at many community events and should be commended for that. Moving forward I would like examples of information or experiences that came out of these events that drove Dr Buckey in his leadership decisions.

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr Buckey has successfully reported out MCAS testing to the district. Given the sharp decline in some areas of MCAS scores, an area of improvement would be leading the district in developing stronger Tier 1 and Tier 2 supports to help target the areas of weakness MCAS and IREADY are showing. A good first step has occurred with utilizing IREADY testing however moving forward I would like to see more of response to meeting the needs of all learners as presented from the IREADY data. A deeper evaluation or audit of the special education program is needed moving forward. The continued increase in out of district placements, particularly in the area of the language based setting demonstrates a need for Dr Buckey to focus more supervision and attention regarding all supports to make sure the Marblehead Public Schools are maximizing inclusion and outcomes for special education students as well as providing more robust tier 1 and 2 interventions to establish early interventions and switch from a reactive approach to a proactive approach.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Dr Buckley works well with the Assistant Superintendent of Operations resulting in smooth operations management in many areas. An area of improvement would be focusing more on proactive practices rather than reactive. However, under Dr Buckley's leadership, public records requests have been denied. Appeals have been made to the Secretary of State for public records requests that have been denied by the district; the Secretary of State found in favor of the complainant and the District denied access to the information upon receipt of the Secretary of State's judgement. This presents a serious concern. FOIA requests are the public's right moving forward, strict adherence to these laws must happen and anything done to deter the public or present roadblocks to public information must not happen.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr Buckey writes a weekly newsletter with the help of his communications consultant. He conveys many updates through this newsletter.</p> <p>There is room for growth in the area of two way communication. Most communication is the dissemination of information rather than engaging in encouragement of feedback or two way communication.</p> <p>While Thought Exchange was contracted this year by Dr Buckey and presented as a very useful tool, it has had very limited use. While the program may be a very useful tool, when used seldom it is hard to feel the cost is justified.</p> <p>Moving forward I would like to see Dr Buckey grow his own ability to effective communicate with the community on his own rather than utilizing consultants or outside supports.</p> <p>Dr Buckey sometimes presents as focusing on the person presenting the communication rather than what is being communicated. Focusing more on the message rather than the messenger is a skill I would like to see Dr Buckey develop further.</p>				

Superintendent's Performance Rating for Standard IV: Professional Culture

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

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr Buckley seems to rely heavily on outside Communications support. I feel Dr Buckley has the potential to communicate more independently and think the staff and community would positively react to this. A culture seems to exist in the district that does not encourage constructive feedback. Feedback is often seen as critical and something to defend rather than an opportunity for growth. Practices seem to be more reactive than reflective. Moving forward I would like a focus to be on proactive versus reactive approaches to problem solving.				

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: John Buckey _____
 Evaluator: Sarah Gold _____ 6/6/2023 _____
 Name Signature Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Overall, I rate Dr Buckey's performance as solidly proficient. There are many places where I believe his leadership skills are exemplary and of course there are areas for continued improvement as well. Although many challenges lay ahead for the Marblehead Public Schools, there is much to celebrate as well. A cohesive leadership team that will pivot a bit after this year as two of its members move on to their career goal of becoming superintendents and the mentorship provided to individuals at many levels are both inspiring points within the district are wonderful developments since Dr Buckey became the superintendent.

Outreach to students has improved this year, especially as seen with the Superintendent Advisory sessions Dr Buckey has held with students in grades 4-12. Communication continues to be a strongpoint in connecting with the school community as well as other stakeholders in the Town of Marblehead. Dr Buckey has developed a deep understanding of the budget and has advocated strongly for the needs of the school district. Each year there have been improvements made to the effectiveness of communication as well as the transparency of information.

Continued focus on implementing best practices for supporting all learners is imperative as the district moves forward. There is a lot of good work being done in data collection so that programs can be implemented that target identified student needs. Working to identify student needs early on will help to reduce the need for IEP's and other intensive interventions later in a student's academic career.

Each year, there have been improvements in Dr Buckey's leadership, which is a fantastic direction for the district to be headed in. I have found that Dr Buckey is usually aware of problems and concerns when I have conversations with him and often has already started work on solutions, even when there are no quick fixes. I look forward to continuing to watch Dr Buckey grow as a confident leader of the Marblehead Public Schools.

Superintendent's Performance Goals - Student Learning Goal

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PfS while stabilizing and advancing the METCO program.

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

With data being one of the drivers of the success of this goal, I was impressed with the increased amount of data that was collected and presented to the School Committee and community this year. IReady data has been an important adjunct to the MCAS data. Next year it will be important to continue to monitor MCAS results as the data from last year was concerning as it relates to facets of student achievement.

The work to stabilize the METCO program has been very helpful. The hiring of Ms Johnson was an excellent choice for the District and she has been invaluable to the work this year. The work Dr Buckey has done to create a strong working relationship with Ms Johnson is very important. Continuing to see an increase in the number of METCO students join the Marblehead Public Schools will be important in moving forward.

An area of continued concern is within the Student Services Department. It is well documented that Marblehead is not unique in this concern, however, continued work in addressing out of district placements is needed. I recommend this as a goal for next year. Ensuring that research backed programing is continuing to be built and funded by the budget will be an important aspect.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - Professional Practice Goal

Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Based on the objectives that Dr Buckey identified, he has met this goal. It is his final year in the 3 year New Superintendent Induction Program. He has attended the meetings with fidelity and his mentor has been involved in giving him professional feedback throughout the program. I believe this was a valuable program that has helped Dr Buckey grow into his role as Superintendent over the past 3 years. Additionally, I am proud that Dr Buckey was elected by his peers to be the leader of the Northshore Superintendents Roundtable. Marblehead prides itself on having strong leadership and being at the forefront of whatever task is at hand. Dr Buckey's leadership in the Roundtable is a good example of this expectation.

In a tumultuous year for School Committee membership, I have witnessed Dr Buckey work to grow his relationship with all Committee members, whether new or seasoned. Continuing to build strong working relationships with all Committee members will be important as a new Committee is elected in a few weeks. From my perspective, Dr Buckey has been responsive to the concerns I have expressed. Even when we have disagreed about situations, he has taken my feedback with thoughtful consideration.

The working relationship between Dr Buckey and the MEA seems to continue to get stronger and stronger. This is a very good situation as we enter into a negotiation year next year. The Union, Dr Buckey and the School Committee have been on the same page throughout this school year.

Although Nan and Dan will be greatly missed next year, it is testament to good mentorship and healthy working relationships at all levels that these two district leaders are moving forward to lead other districts. Two other district administrators stepping into these open positions is another strong sign of solid leadership within varying levels of district administration. Ensuring that mentorship continues for our new Assistant Superintendent and High School Principal will be paramount to their continued success in this district.

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

Superintendent's Performance Goals - District Improvement Goal 1



Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The continued investment in Instructional Rounds seems to be highly successful this year. The amount of school visits and lessons observed is incredible. Dr Buckey's experiences within the classrooms have been helpful when I have had questions about building level concerns that impact student learning. It is refreshing to see when students recognize Dr Buckey and feel comfortable around him, as this has not always been the case in Marblehead. It has been good to understand how being present during everyday classroom situations is being used to improve teaching and learning across the district. Additionally, I am very happy to see the increase in the collection and usage of a broad range of data to support best practices for enhancing student achievement.

If I can offer a recommendation for next year, it is that this practice continues with a continued emphasis on equity and inclusion in the general classroom environment. Ensuring that the WINN block is being used with fidelity in every elementary classroom continues to be of importance. Additionally, continuing the work with MTSS in supporting all students' learning styles and differences in their classroom environment. The District has been so behind on this work that in spite of the significant progress made this year, I believe there is still work to be done. I am grateful to Dr Buckey and his entire administrative team for the dedication to this goal.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2

During the 2022-23 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

With the return of normalcy in the school year, it is wonderful to see how present Dr Buckey is within so many aspects of the school community. I particularly like the creation of the Superintendent Advisory Council with students. The District works very hard to help students be advocates for themselves and this is an excellent way to remind students how important their voice is in matters big and small. The continuance of the Superintendent Coffees also remains helpful in understanding viewpoints of parents and in being able to directly communicate with them in a relaxed atmosphere. Dr Buckey's presence at school events is noticeable and I often hear from parents in my periphery how meaningful it is that he takes them time to come to band concerts, powderpuff, and art shows, just to name a few.

Although I was not in favor of ThoughtExchange when I originally learned about it, its use has been helpful throughout the year. In a better funded budget, I would be in favor of keeping it as a tool for better communication and understanding of the public's thoughts and opinions. Each year Dr Buckey has increased the amount of communication in every part of the community. Maintaining positive relationships with Town Department Directors while continuing to advocate effectively for the schools is very encouraging. The feedback that has been received from all levels speaks to how well this Goal has been achieved.

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

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	<small>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.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): The development of a scope and sequence is clearly starting to pay off as curricula are being further developed and needs are being addressed, such as with the math curriculum and the forthcoming ELA curriculum, just to point out two examples. Structured curriculum has been lacking for so long, thus meeting this goal will have positive ripple effects throughout the district and into the future. Seeing the many ways that data has been used to focus improvements this year is very exciting. The creation of the PLC's is an interesting addition that has created a vehicle for identifying improvements across the district.				

Comments and analysis Continued.



It is relieving to know that evaluation processes at all levels have been streamlined and are happening with fidelity. It is heartening to understand that evaluation is also being calibrated between administrative professionals. This allows for a higher standard of evaluation that is less open to personal bias.

Next year, I would be very interested in seeing the outcomes from the reintroduction of midterms and finals, especially as compared to the project based assessments that became part of the curriculum for the High School. What are our teachers doing with this data to enhance their teaching and to ensure that students are learning material in meaningful and lasting ways? As mentioned in previous comments, continued focus on equity and inclusion to ensure that all students are being met where they currently are, with an eye towards supporting all learners in the general classroom to lower the need for IEP's across the district.

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): There has been a great deal of good work done within this Standard over the past year. Dr Buckey has taken on multiple policy considerations and worked on bolstering policies that were of concern to professionals within the District. This puts the District in a better position when concerns are brought forward. Additionally, the work on the Wellness policy has been hinted at for years now and is finally about to be wrapped up. Dr Buckey assembled a well rounded Wellness Committee with varied stakeholders who approached the work with enthusiasm. A representative from DESE was also brought in to help focus the committee and ensure that the work being done on the Wellness Policy was in line with State standards and frameworks. The work with other Town departments continues to be effective as well. Additionally, the full return of ALICE to the district creates a layer of safety for students and staff within school buildings.				

Comments and analysis Continued.

The use of data to drive decision making is apparent within this standard as well. The various systems being implemented reduce the need for additional administrative headcount and help the busy professionals who are doing this work everyday. Using interested interns to help with HR functions was also effective.

Although the financial situation of the district remains highly concerning, the work to build an impactful and relevant aspirational budget continued again this year. In spite of having to make difficult decisions on budgeting, the work done by Dr Buckey and his administration in understanding and communicating the needs of the district has been robust. Continued work on the budget and effective communication of the needs should move forward next year. Trusting relationships with the Town Administrator and Finance Committee have also been helpful in continuing to focus and explain the financial picture of the district.

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



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

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<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): As I have indicated in previous standards, communication is a strong point for the Superintendent. It also seems to be one of the pieces of his job that he most enjoys. The amount of opportunities for parents and other stakeholders to access the superintendent is impressive. I was unaware of some of the new additions to this area such as MHTV interviews and other town committees. Having a superintendent who is invested in the community he works and lives in is an asset. Continued confidence in the skills and knowledge set that Dr Buckey has built for himself in the past 3 years is one of the only things I can think of that would make him even stronger within this standard. Bold yet tactful advocacy for the school district is a skill set that Dr Buckey has and continuing to bring that out will be a goal moving forward.				

Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): The culture within the district is changing for the better as I have witnessed personally as well as heard about through other stakeholders. Having two district leaders reach their career goals of becoming superintendents is a great example of the strong professional culture Dr Buckey has helped to create as well as the mentorship and encouragement he gives to his administrators. I continually come back to the challenge that I heard used within a meeting with Dr Buckey and other administrators. An administrator was encouraged to demonstrate courageous leadership in the face of some negative feedback that had been received. Building a culture of courageous leadership is a priority for Dr Buckey and this is moving the district forward.				

Professional Culture - Comments and analysis Continued.



I would like to see Dr Buckey focus on the Continuous Learning and Managing Conflict indicators for next year. I very much appreciate the thoughtfulness of Dr Buckey's self reflection on the goals he would like to see for himself with his leadership team. I agree that he has built a solid team and am happy that he is getting honest feedback and wants to address it so the entire administrative team will be stronger.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Buckey

Evaluator: Thomas P. Mathers

Thomas P. Mathers

June 6, 2023

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

1. Dr. Buckey has demonstrated a passionate commitment to the Marblehead Public School (MPS) district and has provided steady leadership during the FY23 school year.
2. Dr. Buckey should be commended for having developed two senior leaders (Principal Bauer and Asst. Superintendent Murphy) to ascend to district superintendent roles in new districts.
3. Dr. Buckey did an outstanding job of improving MPS financial transparency in FY23. The quality and detail of data provided to all stakeholders during the budget process was unprecedented for all Town departments and has set the standard for Town budgeting going forward. The budget development process was extremely difficult. The School Committee asked Dr. Buckey to provide an aspirational budget which would maximize personnel, programs and services for the optimal delivery of education in MPS. However, the austere financial condition of the Town drove the need to develop a "balanced budget" which was adopted by the Town. This scenario will lead to significant reduction in personnel and services within MPS. This is a very difficult leadership challenge in FY24, and Dr. Buckey has generated support from his principals and senior leadership to navigate this budget.
4. Dr. Buckey has instituted iReady assessments in FY23 which has yielded valuable information regarding the efficacy of instruction in MPS. Demonstrated growth in iReady performance during FY23 is a positive indicator for both Student Learning and Instructional Leadership. At the time of this assessment, we do not have access to MCAS scores for FY23. I believe that Dr. Buckey should continue timely and consistent performance data updates to the MPS stakeholders during a given year.
5. Dr. Buckey has an excellent relationship with his administration and the collective bargaining units within MPS. He has received very positive feedback from the anonymous assessments by MPS staff demonstrating growth year over year in key areas of leadership.

End-of-Cycle Summative Evaluation Report: Superintendent - Continued



6. A key area of growth for Dr. Buckey is "leading from the front." Dr. Buckey should assume a stronger role as "CEO" of the MPS district. He should assume a more proactive role with the school committee (SC), and be less reactive. Dr. Buckey should be the sole conduit for interaction between SC and MPS, and ensure that his staff is not communicating with SC directly unless he specifically directs them to do so. I believe that Dr. Buckey should more emphatically describe his vision and values for MPS and seek continuous feedback from all stakeholders on the strategic framework outlined in the Plan for Success (PFS). As priorities and resources change in a given period, Dr. Buckey should utilize SC meetings and other public engagement sessions to ensure all stakeholders know exactly "where he stands" on a given issue. An example of this is his multiple public statements that MPS would NOT be hiring a Diversity Equity and Inclusion (DEI) professional or investing in new programs in this area in FY24, even though the PFS articulates MPS goals in this area. I have seen marked growth in his forward leadership over the last 5 months and I am hopeful that Dr. Buckey and the new SC will continue to collaborate on this area.

7. Dr. Buckey has worked hard to build relationships with outside of MPS and it should be noted that feedback from select board members, town administrators, law enforcement and other civic groups has been positive. This advocacy on behalf of MPS should continue in the coming year(s). Again, his hard work on the FY24 budget and overall transparency have been noted by all stakeholders.

8. An additional area of growth for Dr. Buckey will be his engagement with critics. No superintendent can make all stakeholders happy at a given time. Dr. Buckey was hired as a first-time superintendent in FY20 and immediately faced a COVID crisis. There is no debate about learning loss in MPS during the pandemic. There is debate within the broader community and country as to how to best address this. I am hopeful that Dr. Buckey, working with the SC, will engage in public listening sessions to understand all perspectives in this area. MPS is in need of stability - we have had 7 superintendents in the last 15 years. This is an untenable period of instability and detrimental to MPS. Dr. Buckey should be proud of having navigated a very difficult first three years at MPS in the face of criticism from some stakeholders. Some of this criticism include ad hominem attacks which are unwarranted. An example of such criticism was his support of the recommendation by the Athletic Director to eliminate stipend funding for coaches of Freshman sports for the FY24 budget. Dr. Buckey has been criticized for supporting his leadership's recommendations. I believe that on sensitive issues like budget cuts, Dr. Buckey should proactively engage those critical voices, even if they are in disagreement. Dr. Buckey should continue to engage all stakeholders with a positive vision and forward leadership, with the support of the SC.

Superintendent's Performance Goals



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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey has taken proactive steps to incorporate data and analytics to inform performance versus student learning goals. This has been evident in the presentation of everything from iReady to MCAS. While we are still recovering from learning loss from COVID, Dr. Buckey has utilized all data to operationalize the FY23 budget as well as plan for significant reduction in teachers, paraprofessionals and staff for the FY24 budget.

There have been reasonable questions from MPS stakeholders regarding performance of College Placement (CP) level English and Math students following the combination of CP1 and CP2 sections. Dr. Buckey allowed Principal Bauer to provide specific performance data pre- and post- consolidation that demonstrated that CP2 level students performed better AFTER consolidation, without sacrificing CP1 performance.

My rating spans both Significant Progress to Met because of the significant leadership effort of Dr. Buckey will lead to improved student performance.

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

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey has demonstrated excellent leadership with his senior team to include principals and assistant superintendents. Morale is high and he has an outstanding working relationship with the CBU. This was evidenced recently with this presentation on sick leave bank and he secured vigorous support from the CBU. Beyond these excellent relationships, Dr. Buckey has enjoyed significant retention within the MPS ranks, even in the face of some districts compensating more. This is a sign of steady and stable leadership.

Dr. Buckey has taken advantage of grants to further his professional development with several regional and national level superintendents' conferences. He should be encouraged to continue to do so. Dr. Buckey was elected by superintendents of other districts on the north shore of MA to chair the Superintendent's Roundtable. This is a testament of what his peers think of his skills and credibility.

I have encouraged Dr. Buckey to take a more primary role in planning and managing SC meetings as the "CEO" of the District. I believe that Dr. Buckey has been trying to establish frequent and direct communication with each SC member, and he should continue to lead from the front.

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

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey has been highly engaged in the buildings and classrooms of MPS to see first hand the efficacy of education in the district.

Dr. Buckey has ensured a high level of professional development of his staff using Instructional Rounds.

While there was a portion of this goal specifically highlighting DEI, which was an unfunded mandate in FY23, I believe that Dr. Buckey and his team appropriately maintained an excellent environment for social and emotional learning within MPS as evidenced by limited or no complaints in this area.

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

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Dr. Buckey put in a lot of effort to expand his community engagement with all stakeholders of MPS. He attends innumerable community meetings, serves on external committees, meets with select board and town administration, and has vigorously pursued ARPA funding.

While MPS still suffers from comments regarding its historical lack of transparency, this is not due to a lack of effort by Dr. Buckey. His development of the FY24 budget has been widely complimented and should set the standard for the town.

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

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	<small>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.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Successful implementation of new curriculum and reporting Data driven analysis of standardized assessment data to formulate strategies and tactics improve student learning Demonstrated growth on key assessment measures over three years.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): The FY24 budget development was transformative for MPS as well as the town. Dr. Buckley and his team did a great job. With limited resources, the IT and HR functions have been excellent.				

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



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

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<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): I have seen a significant increase in community awareness of MPS initiatives in FY23 as a direct result of Dr. Buckley's emphasis on communication. He regularly updates district staff, SC and stakeholders on the "state of the District." His efforts in this area are to be commended. As previously noted, Dr. Buckley would benefit from continuing to inform all stakeholders on "what he stands for." His significant emphasis in FY23 on communication has created the conduit.				

Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input checked="" type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Overall culture at MPS is healthy with a motivated professional staff and their desire for stability in leadership. I believe that through Dr. Buckey's leadership, the principals and teachers were able to quickly align on the vigorous reductions in staffing and services to support the approved FY23 budget. This is a sign of good leadership and healthy professional culture. Feedback from his teachers and administrators has been very positive in the anonymous 360 degree feedback, and represented growth in almost all areas.				

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	John Bucley	_____	_____
Evaluator:	Alison Taylor	_____	_____
	Name	Signature	Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

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

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Superintendent's Performance Goals

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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There has been significant time spent on and effort put into professional development over the past year. This is absolute key in helping our district get to the next level. Dr. Buckey demonstrates a deep commitment to his own continuous learning as well. It's wonderful to hear that these were integrated into the practices of the lead teachers K-12.

I would have liked to see details around how these learnings were implemented in the district. In particular, it would be great to understand how these implementations directly improved our students learning.

Caja has been a phenomenal addition to our METCO program. It's refreshing to read all of the ways that Dr. Buckey is supporting our METCO program. It would be great to understand detail around how he feels the program could be expanded. Keeping communication open with the students in the program is key to continued success. It would be great to read any details around that feedback (anonymously of course) to better understand how we can help to support the program further.

I would have liked to see the read-out on how the term "inclusion" is mis-used/misunderstood. Perhaps there could have been follow-up communications, district wide on what MPS' definition of inclusion means and how we incorporate it into every classroom. In addition, hearing/learning more about how those classrooms can/will be better supported would be an important factor as well.

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

Superintendent's Performance Goals - Continued



Superintendent Advisory lunches are great. It's important that the students have the opportunity to spend time with and speak to Dr. Buckey. While I do not doubt they were successful, we need to see the details around why. Meaning - what are the measurable ways to show that these lunches were successful? It would also be great to understand what was impacting them and their experience the most. Without hearing the details, it's hard to measure and understand success and/or progress towards a goal. What were the outcomes of this feedback?

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

As noted previously, Dr. Buckey displays his deep commitment to his own continuous learning in his participation in NSIP and the multitude of Superintendent conferences that he attends. This is critical for his continued development and improvement. What were the key takeaways? How were the learnings brought back to the different departments, from facilities to transportation, and also budget development?

Over the past year I have seen growth in Dr. Buckey with regards to his leadership and being more confident in his own voice. It would have been great to see him utilize the skills he notes that he has learned in his weekly superintendent reports to the district. Rather than paying a communications consultant, it's important that our district know that the word choices and tone are Dr. Buckey's own. At this point, that should no longer be necessary.

It has been wonderful watching our school leaders represent and present initiatives, requests, and budgets for each of their schools. It is so important to hear directly from those leaders and I hope to see even more of that in the coming years. Continued work on building those relationships to develop trust will be paramount.

Implementing a sick leave bank will be a huge success for the district and I'm hugely supportive of this initiative.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

It is great to hear that Dr. Buckey has been so integrated to each of our schools this year with his visits. I know that it's always a big deal for a child to see their Superintendent come into their classroom once, nevermind multiple times. It is important that our top administrator continue to be seen in our classrooms and as part of each of our schools within the district.

I would like to have seen examples of how we measured the impact of these visits through our iReady data. That would help to understand better whether or not the visits added value and that goals have been met.

There is work to be done in getting more families in our district to feel as though their voices are heard and considered. We need to move away from, "it's in my perview," as the response to questions/concerns. This was the response provided when asked why there would be no coffee with the candidates for our two open leadership positions this year as we have done historically.

Professional development, as noted above, is so very important for everyone in our district. Ensuring that we are successfully reaching all levels of students is paramount. I'm struggling to see how we do that with a rating system that does not include any type of "above grade level" rating. Even this review form includes exemplary/exceeded as an option for all goals.

Time on learning is a big issue in our district. Removing morning recess has done a giant disservice to our children. We need to revisit that for the upcoming school year. I fully support the need to for proper time on learning. The Administrations decision to not include - walking between classes, changing into and out of snow clothing, waiting patiently, etc. in time on learning should be revisited. There is no reason, by-law, or statute that notes that this cannot be considered time on learning.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is no doubt that we have provided a tremendous amount of additional information and transparency into our budget this year. Sure there is room for additional improvement - and I have no doubt we will get there. However, it's also important to identify and acknowledge the growth. As our leader, Dr. Buckey should be commended for that. We worked tirelessly with the Finance Committee as well. It's important that when we initiate a Thought Exchange survey as we did for the budget, that we do listen to the results. I don't feel that was the case this year. Items were still included in the aspirational budget that were clearly not the priorities of the community based on the survey results. In order to facilitate more trust, we need to be sure we are taking those things into consideration, regardless of what our personal beliefs may be in those instances.

Being present at events is important. Dr. Buckey puts in a significant amount of effort to attend and participate in a multitude of events throughout the year. It would be great to incorporate some measurement into attendance of the informal gatherings. Are new faces, families showing up each time for the discussions and coffee talks? There is a difference between meeting with the same individuals versus capturing a wider net.

We don't have a window into the recruitment or hiring strategies within the district so it's hard to measure growth/success there. It was disappointing to hear that offers were made for both the Assistant Superintendent as well as the new High School Principal without allowing for feedback or the coffee talks that historically had happened. I understand that these can sometimes be fast moving processes or need to be for other reasons. However, we cannot boast about our inclusion of the community and the importance of community feedback while not including the district. Having one or two parents on the selection committee is not the same opportunity as hosting a coffee for parents to attend with each of the final candidates or even the one final candidate. We have to follow through with our commitment to incorporating the community.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management	III-C. Communication	IV-C. Communications
I-D. Evaluation	Information Systems	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-D. Laws, Ethics, and Policies		IV-E. Shared Vision
I-F. Student Learning	II-E. Fiscal Systems		IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	<small>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.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Without having the details around evaluation due dates and subsequent date they were held, it seems impossible to be able to know and address whether these items happen in a timely fashion. There is room to grow when we talk about making data informed decisions. Gathering the data is one thing - putting it to use properly is another.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): It's hard to evaluate portions of this as we do not get any detail on how those things are done such as recruiting. As noted above, we need to do a better job of using the data provided to us through Thought Exchange. In regards to time on learning, we also need to dig deeper when it comes to our elementary schools. We are doing a grave disservice by not having a morning recess. The Administrations decision to not include - walking between classes, changing into and out of snow clothing, waiting patiently, etc. in time on learning should be revisited.				

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



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

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):
 I think there is real improvement that we can make in this area.

In regards to communication, as noted above, we need to see more direct communication from Dr. Buckley in his own words and tone. Only then can we properly evaluate whether it is proficient and or culturally appropriate.

Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): While I'm giving a proficient average here, in my opinion the two most critical factors still require improvement. At this point we should no longer be needing a communications consultant. The contract is monthly and should have been cancelled immediately in January when we realized we needed more money. The district need to hear more directly from Dr. Buckley in his words, with his tone, so that we can properly evaluate his communication style.				

Professional Culture - Comments and analysis Continued.

I feel that district wide there needs to be more done to foster a trusting, two-way relationship with the Superintendent. A relationship where everyone hears the same thing and that the message or tone doesn't change based on the participants. Every individual, even those with dissenting views, should feel comfortable participating in the conversation. This should happen with zero regard or fear of retribution or retaliation.

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Buckey _____
 Evaluator: Meagan Taylor _____
Name
Signature
Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input 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 checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

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

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

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

End-of-Cycle Summative Evaluation Report: Superintendent



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

The district, under Dr. Buckey's leadership, has demonstrated significant progress in a number of key focus areas. Specific examples include:

- Improved processes, such as human resources and budgeting
- Curriculum
- Use of data drive decision-making
- Leadership and career development
- Ensuring consistency of staffing and practices

Dr. Buckey is a fierce advocate for, and works diligently to provide, a safe and supportive environment for all students. Dr. Buckey is also an active and engaged member of the school community, often seen in classrooms, cafeterias, playgrounds, and at after-school events. Additionally, Dr. Buckey has developed positive, collaborative working relationships with town officials and community groups such as the rotary, and Sustainable Marblehead.

Further afield, Dr. Buckey has proactively engaged with professional groups such as MASS, NSIP, and the North Shore Superintendent's Roundtable (elected chair by his peers). These affiliations provide opportunities for leadership development, professional collaboration, and advocacy, all of which have a positive impact on the Marblehead school district stronger and more effective.

There is always opportunity for continued improvement. Looking forward, I encourage Dr. Buckey to continue with the positive practices he has implemented to-date, with a focus on growing the METCO program, increasing special education inclusion practices, continuing to enhance curriculum, and leadership development for all staff.

Superintendent's Performance Goals - Student Learning Goal



Goal:

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PFS while stabilizing and advancing the METCO program.

Superintendent's Performance Goals



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

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3 I-D-2 I-D-4 II-C-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey made significant progress toward this goal. Dr. Buckey ensured the district actively sought student feedback through a variety of methods such as thought exchange, student engagement forums, and the youth risk behavior survey.

Dr. Buckey hired a new METCO director and worked diligently with her to stabilize this program. My hope is that Dr Buckey will continue to support Ms. Johnson in this role and in efforts to expand the METCO program in Marblehead, as this was a key area of focus identified in the PFS.

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

Superintendent's Performance Goals - Professional Practice Goal

Goal:

Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

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
Professional Practice Goal	I-E-1 I-E-2 II-B-2 IV-D-2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey met this goal and delivered on the corresponding key actions. Dr. Buckey completed his final year in the NSIP, was elected the chair of North Shore Superintendent's Roundtable (NSSRT) by his peers and attended many industry conferences. All of these activities provided opportunities for Dr. Buckey to collaborate with mentors/peers and advance his leadership skills and practices to the direct benefit of the Marblehead school district.

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

Superintendent's Performance Goals - District Improvement Goal 1

Goal:

Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Superintendent's Performance Goals - District Improvement Goal 1

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
District Improvement Goal 1	I-E-2 III-A-1 III-A-2 III-C-1 III-C-2		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey has made significant progress towards this goal. Dr. Buckey and his team conduct rounds in each school building to gain feedback and assess instructional practices throughout the district. Aligning scope and sequence to ensure consistency has also continued to be a focus this year. Continued focus on delivering exemplary curriculum and instruction should remain a key focus for Dr. Buckey as they continue to build on the strong foundation they have developed.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Goals - District Improvement Goal 2



Goal:

During the 2022-23 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

Superintendent's Performance Goals - District Improvement Goal 2

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
District Improvement Goal 2	II-B-1 III-A-1 III-C-2 IV-B-1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Dr. Buckey met this goal and delivered on the corresponding key actions. An area of strength for Dr. Buckey is his engagement throughout the district and community. He is often seen in school buildings and classrooms and he attends many school events, such as school plays, band performances, athletic events, as well as community-sponsored events and meetings. Dr. Buckey provides regular updates to the school community, as does his leadership team, through a variety of tools - for example, the weekly superintendent update, regular building-level updates, frequent posts to Twitter, and numerous media interviews. Dr. Buckey also continues to foster positive and collaborative working relationship with town leaders. Dr. Buckey has continued to host Superintendent Coffees, which provide the community informal two-way discussion on various topics. In addition, Dr. Buckey implemented Thought Exchange as a tool to gather useful feedback from the community, students, and staff.

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communications
I-D. Evaluation	II-D. Laws, Ethics, and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decision-making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership



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

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I-F. Student Learning: 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	<small>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.</small>			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): Curriculum and instruction have been a key area of focus for the district this year. Under Dr. Buckey's leadership, Assistant Superintendent Murphy has continued her work to ensure all content areas have a clear scope & sequence and consistent standards-based lessons. In addition, the use of iReady and MyPaths provides teachers with the necessary data to develop individualized learning plans to meet students where they are at and enhance their learning. Dr. Buckey encourages data-based decision-making. There are several examples of this throughout the year, including the selection of the ELA curriculum. Dr. Buckey has provided summarized output, and corresponding action plans from instructional rounds, assessment tools, and MCAS data to developed educational practices that continue to foster student achievement.				

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



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory): <p>Dr. Buckley led a comprehensive, open, and collaborative budget process. This process was lauded by the town Finance Committee and referenced as a role model for other town departments.</p> <p>Dr. Buckey has worked diligently to ensure our students and staff are safe - both physically and mentally. He leads the safety and wellness advisory committees that includes both school and community leaders to ensure our policies and practices are effective and collaborative. For example, the implementation of increased school zone safety measures throughout the town.</p> <p>Dr. Buckey has created a culture of upward mobility for staff. Under Dr. Buckey's mentorship both the Assistant Superintendent and High School Principal have achieved their career goal of attaining Superintendent positions. In addition, Dr. Buckey has ensured that new staff are seamlessly integrated into the district and supported to meet the high standards he models.</p>				

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



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

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

An area of strength for Dr. Buckey is his engagement throughout the district and community. He is often seen in school buildings and classrooms, and he attends many school events, such as school plays, band performances, athletic events, as well as community-sponsored events and meetings. Dr. Buckey provides regular updates to the school community, as does his leadership team, through a variety of tools - for example, the weekly superintendent update, regular building-level updates from principal, frequent posts to Twitter, and numerous media interviews. This year Dr. Buckey implemented the State of District update during each school committee meeting to highlight initiatives within the district. He has also ensured that parent and student participation in administrative positions, such as the high school principal and assistant superintendent searches.

Dr. Buckey also continues to foster positive and collaborative working relationship with town leaders. Superintendent Coffees were a successful addition to Dr. Buckey's community engagement plan. In addition, Dr. Buckey engaged in various community committees and boards, such as the Rotary and the Green Marblehead Committee.

Superintendent's Performance Rating for Standard IV: Professional Culture



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

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Buckey fosters a commitment to high standards across the district and is a role model for staff. Despite limited funding, Dr. Buckey has continued to make progress in inclusive and equitable practices to ensure that all students and staff feel supported and safe within our schools. Dr. Buckey hired a METCO Director and supported her work in stabilizing this program. An area of focus for next year should include continued support of Ms. Johnson in her role and efforts to further advance the METCO program in Marblehead. Further development of inclusive practices for all students should also remain a priority for Dr. Buckey next year.				