

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 Exemplary, Needs Improvement or Unsatisfactory): 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.