

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. John Buckey
 Evaluator: Thomas P. Mathers
 Name

Thomas P. Mathers
 Signature

June 6, 2023
 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 I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision 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	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 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.				