

# End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Dr. Paul Haughey \_\_\_\_\_

Evaluator: SUMMATIVE \_\_\_\_\_

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 checked="" type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> Exceeded

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

### Indicators

**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. *For new superintendents, performance is on track to achieve proficiency within three years.*

**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 checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

Unsatisfactory

Needs Improvement

5 Proficient

1 Exemplary

## Step 4: Rate Impact on Student Learning (Check only one.)

Low <input type="checkbox"/>	Moderate <input checked="" type="checkbox"/> 4	High <input type="checkbox"/> 1
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## Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

### Comments:

Dr. Paul Haughey is the superintendent of Spencer-East Brookfield Regional School District. The superintendent was evaluated by current school committee members: Jason Monette, Heather Messier, Martha Berthiaume, Robert Ortiz, Wendy Pelchat, and Patricia Bergeron. Michael Ethier did not participate in the evaluation per the recommendation of the Massachusetts Association of School Committees due to the fact that his spouse is the Assistant Principal at Wire Village School.

For the superintendent's performance rating for standards, Dr. Haughey received an overall rating of Proficient for Standard I: Instructional Leadership; an overall rating of Proficient (by a 5-1 rating) for Standard II Management and Operations; an overall rating of Proficient/Exemplary (by a 3-3 rating) for Standard III Family and Community Engagement; and a rating of Proficient (by a 4-2 rating) for Standard IV Professional Culture.

For the Superintendent's performance goals, the majority of the School Committee determined that Dr. Haughey made significant progress or met the three goals set at the beginning of the school year.

### SUMMATIVE COMMENTS:

All School Committee Members were uniform in their praise of Dr. Haughey in his first year at Spencer-East Brookfield Regional School District. His ability and willingness to engage parents, faculty and community members is greatly valued. His ability to listen carefully, engage a wide variety of voices, and work collaboratively with stakeholders was evident with his work on the Regional Agreement, contract negotiations, and his visibility in schools and at school and community functions.

In his entry plan, Dr. Haughey outlined ten transition goals that involved learning about the District, the concerns and issues regarding student performance, getting to know all the people in the District, listening broadly and learning comprehensively. I believe he has gone above and beyond these goals and that the District is in a better place as a result.

We are appreciative of Dr. Haughey's tireless efforts and willingness to listen and learn along the way. Thank you!

# Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	Goal 1: Effective Entry and Direction Setting. By early spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Student Learning</b>						
2	Goal 2: Maintaining Momentum During the Transition. Keep the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>District Improvement</b>						
3	Goal 3: Fair, Effective Classroom Teacher Evaluation. By June, principals' and district administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the Proficient level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Goals (if any)</b>						
6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I (Check one.)</b>	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

Much of Dr. Haughey's work in Instructional Leadership focused on visits to each of the schools and conducting walkthroughs and observation with the Administrators , bi-weekly Administrator meetings, and setting expectations around curriculum, instruction, assessment, and evaluations. Also, implementing an effective evaluation process for administrators was completed this year.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of district assessment data
- Sample of district and school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant school committee meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard II: Management and Operations



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>II-A. Environment:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> 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"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard II (Check one.)</b>	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

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

In all aspects of management and operations, Dr. Haughey assessed the efficiencies (and deficiencies) in how things were run in the past and the systems in place he inherited. With an inclusive style and diplomatic approach, he was able to present a budget for the District that was good for the district and fiscally responsible to taxpayers, successfully negotiate four collective bargaining agreements, including a new interest-based bargaining approach for our Unit A CBA for teachers.

We look forward to seeing continuous improvement in this area making the district more effective and efficient in the operations of the school district and budgeting process.

**Examples of evidence superintendent might provide:**

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant school committee meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: \_\_\_\_\_

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>III-A. Engagement:</b> 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"/>	<input type="checkbox"/>	1 <input type="checkbox"/>	4 <input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>

<b>Overall Rating for Standard III (Check one.)</b>	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.
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Unsatisfactory

Needs Improvement

2  Proficient

3  Exemplary

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

Family and Community Engagement is where Dr. Haughey received his highest ratings across the Committee. As one member wrote, "he is always readily available to meet with parents, teachers, staff, and elected officials to discuss concerns in an equitable and effective manner." He is uniformly praised for his social media savvy and keeping the district in the public eye in a healthy way by promoting all the positive aspects of each school. In addition, Dr. Haughey has bridged a gap between the district and member town officials, state representatives and th Department of Elementary and Secondary Education. Throughout Dr. Haughey's interacting with stakeholders, his focus is always on students and "teaching and learning with purpose."

**Examples of evidence superintendent might provide:**

- Goals progress report
- Participation rates and other data about school and district family engagement activities
- Evidence of community support and/or engagement
- Sample district and school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/ contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant school committee presentations and minutes
- Other: \_\_\_\_\_

# Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and indicate the overall standard rating below.</i>				
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> 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"/>	<input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> 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"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>
<b>IV-E. Shared Vision:</b> 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"/>	<input type="checkbox"/>	4 <input type="checkbox"/>	2 <input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

<b>Overall Rating for Standard IV</b> <i>(Check one.)</i>	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.
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Unsatisfactory

Needs Improvement

4  Proficient

2  Exemplary

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

Professional Culture is one of Dr. Haughey's strengths. As one member stated, "Paul has been consistent and fair...He has not had any grievances...demonstrates he is able to efficiently resolve conflicts and maintain a professional culture that is appropriate." Another member stated, "in short in my 4 years in Spencer, this was the first year I felt our district was professionally managed as a whole team. We felt we had the right pieces in place, but a true leader was missing." Dr. Haughey's weekly emails to Members is appreciated as well as his ability to include all affected stakeholders in resolving issues in a professional atmosphere."

**Examples of evidence superintendent might provide:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports    | <input type="checkbox"/> School committee meeting agendas/materials         |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                            | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals     | <input type="checkbox"/> Other: _____                                       |