Haverhill School Committee
Remote Regular Meeting
12.10.20

Superintendent's Evaluation ~ Dr. Margaret Marotta

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Superintendent:	Margaret Marotta	
Evaluator:	School Committee Members	Individually Signed	12.10.20
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress 2	☐ Significant Progress 1	☐ Met	☐ Exceeded 4
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress 2	☐ Significant Progress 2	☐ Met 2	☐ Exceeded 1
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress 3	☐ Significant Progress	☐ Met 1	☐ Exceeded 3

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; 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			2	5
Standard II: Management and Operations		1	2	4
Standard III: Family and Community Engagement		3	1	3
Standard IV: Professional Culture		2	2	3

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   ☐ **Exemplary**

2   2   3

Step 4: 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*.

Comments:

Individual Evaluations

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	Academic Achievement N/A 4	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. • The superintendent will increase the number of students engaged in summer school programs by 10%. • The superintendent will increase the number of students in grades 1-3 who meet grade level reading by 10%.			1	1	1

Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: • Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.	4	3

District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.	3		1		3
District Improvement Goal	Attendance & Discipline ==N/A== ==4==	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.				1	2

			U	NI	P	E
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	1	1	3	2
District Improvement Goal	Training **NR - 1**	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	1	2		3
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	1	2	2	2

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. Law, 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. Communication IV-D. Continuous Learning IV-E. Shared Vision 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 measurable outcomes. ☐ Focus Indicator (check if yes)			4	3

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)			4	3
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-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. ☐ Focus Indicator (check if yes)			5	2
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)			5	2
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. ☐ Focus Indicator (check if yes)			4	3
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. ☐ Focus Indicator (check if yes)	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.			3	4
Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*): Individual Evaluations				

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)		1	2	4
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. ☐ Focus Indicator (check if yes)		2	2	3

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)			6	1
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-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)		2	2	3
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. ☐ Focus Indicator (check if yes)		1	2	4
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.		1	2	4

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

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

	U	NI	P	E
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. ☐ Focus Indicator (check if yes)		3	2	2
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)		1	3	3
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)		3		4
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)		3		4
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.		3	1	3

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. ☐ Focus Indicator (check if yes)		1	2	4
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. ☐ Focus Indicator (check if yes)		2	2	3
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)		3	3	1
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. ☐ Focus Indicator (check if yes)		2	3	2
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. ☐ Focus Indicator (check if yes)		1	4	2
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes) NR - 1		2	2	2
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.		2	3	2

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Margaret Marotta	
Evaluator:	James J. Fiorentini	12/7/2020
	Name	**Signature** **Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	x☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	x☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	x☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; 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	☐	☐	☐	x☐
Standard II: Management and Operations	☐	☐	☐	x☐
Standard III: Family and Community Engagement	☐	☐	☐	x☐
Standard IV: Professional Culture	☐	☐	☐	x☐

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   X☐ **Exemplary**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:
See attached summary. I have left blank the areas I have no knowledge of but overall the superintendent has done an exemplary job.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. ==Not possible to judge== The superintendent will reduce the dropout rate at Haverhill High School by 5%. ==Not sure on this, need more data.== • The superintendent will increase the number of students engaged in summer school programs by 10%. ==exceeded== • The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%. ==Seems to have exceeded==	☐	☐	☐	☐	X☐

Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: • Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. ==Met goal== • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools. ==Met goal==						

District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt. Excellent job, great improvement see summary	☐	☐	☐	☐	X ☐

District Improvement Goal	Attendance & Discipline	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	☐	☐	☐	☐	**X**☐
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child. Exceeded goal	☐	☐	☐	☐	**X**☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers. (I do not know so cannot rate on this.)	☐	☐	☐	☐	☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. Met or exceeded The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings. For understandable reasons was not able to meet this sub goal, See summary	☐	☐	☐	**X**☐	☐

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	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication

Superintendent's Performance Rating for Standard I: Instructional Leadership

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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. ☐ Focus Indicator (check if yes)	☐	☐	☐**x**	☐
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. ☐ Focus Indicator (check if yes) do not know	☐	☐	**X**☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	**X**☐	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	**X**☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	**X**☐	☐
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. ☐ Focus Indicator (check if yes)	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.	☐	☐	**X**☐	☐

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

Overall, the superintendent has done an exemplary job. See summary

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes) <mark>do not know</mark>	☐	☐	X☐	☐
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. xFocus Indicator (check if yes) <mark>great job !</mark>	☐	☐	☐	**X**☐
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.	☐	☐		X☐

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

See summary attached. Overall, 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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. X Focus Indicator (check if yes)	☐	☐	☐	X☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. X Focus Indicator (check if yes)	☐	☐	☐	X☐
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.	☐	☐	☐	X☐

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

<mark>Great improvement, great job. See summary</mark>

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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.	☐	☐	X☐	☐

☐ Focus Indicator (check if yes)				
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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.	☐	☐	X☐	☐

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

See summary. Overall great job on this.

Superintendent Evaluation, Summary Remarks

The superintendent has done overall an outstanding job. It is not possible to rate the superintendent on improvement in test scores since many of the standardized tests such as MCAS tests have been cancelled or postponed. I have instead rated her on what her job has quickly become: crisis management. In the midst of the greatest health crisis in any of our lifetimes, she has done an outstanding job.

Crisis Management, Keeping Kids in School

This required a good deal of negotiation and hard work maneuvering between the teacher's union and the majority of parents who wanted their children in school. It involved working with bus companies where it was never clear there would be enough buses, support personnel, and parents. She did an outstanding job and did not take the easy way out, as so many cities did, which was to go all remote.

Suggestion for improvement: The superintendent was a calming and mediating voice in an area of crisis. I would like to have seen that voice used more often to explain to the parents and to the public why in person learning is so important particularly when the pandemic infection rates were so low in the summer and early fall.

During the summer months and early fall I preferred to have the students in school full time, as were the children in private and parochial schools throughout Massachusetts. While this is what I wanted as Mayor, there were so many logistical hurdles to doing this that it was impractical. There were not enough buses, or bus drivers to meet the DESE standards on how many children could be in a bus at any one time. Putting children back in school full time was difficult with the requirement that children be 6 feet apart. This could have been done if the students were three feet apart and masked, but that would have been a difficult minefield to go through for many reasons. I would like to have seen the superintendent as a more public advocate for children being in the classroom during this period, but I cannot argue with the result: our children were getting some in class room education when so many districts were not.

Overall, on crisis management, I rate the superintendent as outstanding.

Maintenance

> *Goals: "The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools.*
>
> *The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings."*

In my previous evaluation, I asked the superintendent to become more active in facilities management. She has done exactly that, and has done a good job of bringing the facilities up to date in the midst of the covid pandemic.

Once again, this was an extremely difficult task with different factions and interests pulling in different directions. The superintendent exercised leadership in allocating millions of dollars to bringing upgrading the HVAC systems and windows to meet the new covid standards and hiring and overseeing the companies brought in to perform the work. She overhauled the facilities department, brought in new professional management and is on her way to improving maintenance in the school district.

Suggestion for improvement: The superintendent did not meet the sub-goal of providing a detailed preventative maintenance plan by June 30, 2020. While is understandable given the pandemic, this needs to be a top maintenance priority for the upcoming year.

Management and Operations : Budgeting

The superintendent presented a fair and reasonable budget that successfully navigated the various competing interests in the schools and the city. When presented with an initial budget that increased the city contribution but projected that chapter 70 would be level funded, she somehow managed to make this work. She has an excellent command of the budgeting process, something that is rare among superintendents, and was able to make this work without the draconian cuts seen in other cities, sometime for political purposes. Her budgeting was exemplary.

Family and Community Engagement : Communication

 In the previous evaluation, each member of the school committee felt that the superintendent needed to improve her communication skills. She has met that challenge and there has been a dramatic improvement in communication , at least as far as I can see as mayor. I no longer get the complaints I was getting from parents and staff that the superintendent was not getting back to them. I see regular newsletters, emails, videos, phone calls updating parents and staff about the situation in the schools. It is never possible running a district of this size to immediately respond to every email, every phone call and ever question, but I feel that overall her communication skills have been exemplary. Overall, I rate her communication skills as exemplary.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Margaret Marotta	
Evaluator:	Richard J. Rosa	Richard J. Rosa	12/2/2020
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	X☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	X☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	X☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; 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	☐	☐	☐	X☐
Standard II: Management and Operations	☐	☐	☐	X☐
Standard III: Family and Community Engagement	☐	☐	☐	X☐
Standard IV: Professional Culture	☐	☐	X☐	☐

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   X☐ **Exemplary**

Step 4: 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*.

Comments:

For the 2019-2020 school year, Dr. Marotta earned an overall summative evaluation rating of exemplary. Her work ethic, transparent management style, and determination to do what is best for all students are her strengths. She provides the Haverhill Public Schools with strong, ethical leadership and unwavering professionalism. She is respectful to staff, parents, students, community members, and the School Committee.

Dr. Marotta has transformed a district where some individuals accepted low expectations for some students to one where there are high expectations for all students, regardless of income, race, ethnicity, or disability.

Whether it's budgeting, building-based changes, or dealing with sensitive issues, Dr. Marotta openly presents the facts to the School Committee, staff, and public. She collaboratively works with her leadership team, educators, staff, stakeholders, and the School Committee, creating a data-informed and inclusive shared vision for the Haverhill Public Schools.

Dr. Marotta also accepts constructive criticism. The School Committee overall indicated in the superintendent's last evaluation the need for better communication. She has worked hard and exceeded expectations by significantly increasing communication to parents/guardians, staff, and the School Committee. Besides a quarterly newsletter and an information-packed video series, district-wide emails keep the school community informed.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. • The superintendent will increase the number of students engaged in summer school programs by 10%. • The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	☐	☐	☐	☐	☐ N/A

Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: • Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.	☐	☐	☐	☐	X☐

District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.	□	□	□	□	X□
District Improvement Goal	Attendance & Discipline	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	□	□	□	□	N/A □

District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	☐	☐	☐	X☐	☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐	☐	☐	☐	X☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	☐	☐	☐	X☐	☐

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 Decisionmaking I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, 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. Communication IV-D. Continuous Learning IV-E. Shared Vision 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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐

			U	NI	P	E
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. ☐ Focus Indicator (check if yes)		☐	☐	X☐	☐
I-D.	**Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)		☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes)		☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	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.				

	U	NI	P	E
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.	☐	☐	☐	X☐

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

Dr. Marotta has fostered a school culture with high expectations for staff and all students, doing her best to provide both staff and students with the tools necessary to succeed. Giving them voice and choice, she collaboratively works with educators to make data-informed decisions to improve academic achievement and offer a curriculum to accommodate our diverse student population.

Dr. Marotta listened to educators and worked with them to revamp the Induction and Mentoring program and create a comprehensive substitute teacher handbook.

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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.	☐	☐	☐	X☐

	U	NI	P	E
☐ Focus Indicator (check if yes)				
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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.	☐	☐	☐	X☐

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

One can sum up the budget process over the last two years at the Haverhill Public Schools in a single word: Transparent. Dr. Marotta kept the School Committee and the school community at large informed during the building of the most recent budget and when a worldwide pandemic forced considerable modifications to that budget. She produced a data-informed, needs-based budget for School Committee members to consider.

Before the pandemic, Dr. Marotta held a series of public forums to discuss community priorities for additional funds provided by the Massachusetts Student Opportunity Act (SOA). The superintendent also invited educators to a meeting on March 9, 2020, for their input on utilizing SOA funds and helping to "define educational priorities in Haverhill."

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐

III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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.	☐	☐	☐	X☐

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

Dr. Marotta stepped up and worked hard to increase communication with parents/guardians, staff, and the School Committee, providing detailed information about the budget process and school building closures. She improved effective communication with a quarterly district newsletter, lengthy, information-packed videos that featured herself, educators, and key staff. She used frequent district-wide emails to communicate time-sensitive information to parents/guardians, employees, and School Committee members.

Before the pandemic, Dr. Marotta participated in various community discussions sponsored by the district, the Haverhill Education Coalition, the Special Education Parent Advisory Council (SEPAC), and other community groups.

Dr. Marotta also made sure staff translated communications into Spanish, something not consistently done before her arrival as superintendent. She also arranged for each building to have one or more staff members who speak Spanish, so all community members felt welcome at the Haverhill Public Schools.

Dr. Marotta and her staff also effectively informed the public about locations where families could pick up school lunches for students when school buildings were closed.

Following the superintendent's example, principals and other staff also have increased communications to their school-based communities.

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	X☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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.	☐	☐	X☐	☐

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

Dr. Marotta has fostered a student-first culture with high expectations for staff and all students, carefully considering the needs of a diverse student population. She does not tolerate practices that are divisive, disrespectful, or hurtful to any students or employees.

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Superintendent: Margaret Marotta

Evaluator: Scott Wood

Name	Signature	Date
		12/1/20

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☑ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☑ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☑ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; 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	☐	☐	☐	☑
Standard II: Management and Operations	☐	☐	☑	☐
Standard III: Family and Community Engagement	☐	☑	☐	☐
Standard IV: Professional Culture	☐	☐	☑	☐

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☑ **Proficient**   ☐ **Exemplary**

Step 4: 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.*

Comments:

The Superintendent has done a great job guiding the district through the covid crisis.

Superintendent's Performance Goals

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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 met	Some progress	Significant Progress	Met	Exceeded
Student Learning Goal	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. • The superintendent will increase the number of students engaged in summer school programs by 10%. • The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	☐	☐	☑	☐	☐

	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: • Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.			ꭵ	✓	
Professional Practice Goal							

			did not meet	Some progress	Significant progress	met	Exceeded
District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.			✓		
District Improvement Goal	Attendance & Discipline	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	☐	☐	☐	☐	☐

N/A due to Covid (handwritten across the second row)

			did not meet	sum progress	signif progress	met	exceed
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.					✓
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐		✓	☐	☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools.

The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings. | ☐ | ☐ | ☐ ✓ | ☐ | ☐ |

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. Communication
I-D. Evaluation		III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-D. Law, 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

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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. Focus Indicator (check if yes)	☐	☐	☐	☑
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. Focus Indicator (check if yes)	☐	☐	☐	☑

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. Focus Indicator (check if yes)				✓
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Focus Indicator (check if yes)	☐	☐	☐	☑
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. Focus Indicator (check if yes)	☐	☐	☑	☐
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. Focus Indicator (check if yes)	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.	☐	☐	☐	☑

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

This is the Superintendents Strongest area

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

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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. Focus Indicator (check if yes)	☐	☐	☑	☐
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. Focus Indicator (check if yes)	☐	☐	☑	☐
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.	☐	☐	☑	☐

	U	NI	P	E
Focus Indicator (check if yes)			✓	
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. Focus Indicator (check if yes)	☐	☑	☐	☐
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. Focus Indicator (check if yes)	☐	☐	☐	☑
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.	☐	☐	☑	☐

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

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

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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. Focus Indicator (check if yes)	☐	☑	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Focus Indicator (check if yes)	☐	☐	☑	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Focus Indicator (check if yes)	☐	☑	☐	☐

	U	NI	P	E
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. Focus Indicator (check if yes)	☐	☑	☐	☐
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.	☐	☑	☐	☐

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

This is the Superintendents Weakest area. She has Made improvements from last year but there is still more to do in this area

Superintendent's Performance Rating for Standard IV: Professional Culture

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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. Focus Indicator (check if yes)	☐	☐	☑	☐
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. Focus Indicator (check if yes)	☐	☐		☑
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Focus Indicator (check if yes)	☐	☑	☐	☐
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. Focus Indicator (check if yes)			☐		
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. Focus Indicator (check if yes)	☐	☐	☑	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. Focus Indicator (check if yes)	☐	☑	☐	☐
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.	☐	☐	☑	☐

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

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Margaret Marotta

Evaluator: Paul Magliocchetti

Name	Signature	Date
	Paul Magliocchetti	12/8/2020

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☒ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; 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	☐	☐	☐	☒
Standard II: Management and Operations	☐	☐	☐	☒
Standard III: Family and Community Engagement	☐	☐	☒	☐
Standard IV: Professional Culture	☐	☐	☐	☒

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

☐ Unsatisfactory   ☐ Needs Improvement   ☒ **Proficient** +   ☐ Exemplary

Step 4: 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*.

Comments:

Superintendent Marotta is a dedicated professional educator who leads by example and works tirelessly to develop an in depth understanding of the issues and challenges of the district. At the beginning of last year she was faced with the problems and challenges not only in the classrooms but of transitioning to a new bus company. Doctor Marotta had both critics and supporters during this time. Through it all she stayed focused on solving the problems she faced and handled herself at all times with didnity and grace. Where the prior administration would have deflected criticism and divided the Committee, she engaged the entire Committee and faced her critics head on.

Just as those major issues were solved, Covid 19 hit and Dr. Marotta focused on rebuilding the district and introducing remote learning. She did so the same way she dealt with the other issues, by engaging and including everyone around her and by bringing the stake holders together.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. • The superintendent will increase the number of students engaged in summer school programs by 10%. • The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	☐	☐	☐	☒	☐

Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: • Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.						☐**X**

District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.	☐	☐	☐	☒	☐

District Improvement Goal	Attendance & Discipline	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	☐	☐	☐	☐	☒
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	☐	☐	☐	☒	☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐	☐	☐	☐	☒
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	☐	☐	☐	☐	☒

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. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking			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

ELEMENTARY & SECONDARY EDUCATION

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if **yes)**	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)		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.	☐	☐	☐	☒

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

Dr Marotta has developed a culture within the district that values professional development, prioritized student achievement and supports all educators throughout 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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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.	☐	☐	☐	☒

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

Dr Maratta, in her second full year, filled with difficult adverse circumstances, developed systems, policies and procedures that were desperately needed after years of neglect. In the area of human resources she has excelled and placed an emphasis on talent and career growth.

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. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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.	☐	☐	☐	☒

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

Dr. Marotta has engaged with and collaborated with community leaders and stake holders to help bring needed resources into the district. Many stake holders have promoted the work of Dr. Marotta on social media and the attention to the programs and the improvements to the district has helped facilitate local businesses and community groups to be more involved in local education.

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☒
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☒	☐
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.	☐	☐	☐	☒

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

Dr Marotta continuously sets high standards and expectations for the district and herself. Dr Marotta and her leadership team and the teachers have shaped and transformed education in Haverhill.

Superintendent: ———— Margaret Marotta ———— ———————————— ————————————

Evaluator: ———— Maura Ryan-Ciardiello ———— ———————————— December 2020 ————

Name **Signature** **Date**

End-of-Cycle Summative Evaluation Report: Superintendent

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	□ Did Not Meet	X□ Some Progress	□ Significant Progress	□ Met	□ Exceeded
Student Learning Goal(s)	□ Did Not Meet	X□ Some Progress	□ Significant Progress	□ Met	□ Exceeded
District Improvement Goal(s)	□ Did Not Meet	X□ Some Progress	□ Significant Progress	□ Met	□ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership	□	□	X□	□
Standard II: Management and Operations	□	X□	□	□
Standard III: Family and Community Engagement	□	X□	□	□
Standard IV: Professional Culture	□	X□	□	□

End-of-Cycle Summative Evaluation Report: Superintendent

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

□ **Unsatisfactory**   X□ **Needs Improvement**   □ **Proficient**   □ **Exemplary**

Step 4: 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*.

Comments:

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Superintendent Marotta has added many positions. I believe the district would have benefited by adding more teachers and support services. It's been an extremely challenging time. Many students, staff and families are still struggling. This pandemic hit us hard and reaching out for continuous feedback from all and sharing it with others would help with this difficult situation. Many adjustments have been made and I hope that Superintendent Marotta can make more improvements to help support our staff members, students and families.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. • The superintendent will increase the number of students engaged in summer school programs by 10%. • The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	N/A ☐	☐	☐	☐	☐

Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following: ● Prioritize the use of the increased funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. ● Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. ● Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.				X	

District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives; • Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. • Provide an outreach plan to reach Spanish speaking parents, • Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.	☐	X☐	☐	☐	☐
District Improvement Goal	Attendance & Discipline	The superintendent will: • conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. • Meet DESE District-Wide Accountability Targets for Chronic Absenteeism • A positive behavior plan will be adopted for each building. • The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	N/A☐	☐	☐	☐	☐

District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	☐	☐	X☐	☐	☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐	☐	X☐	☐	☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	☐	☐	X☐	☐	☐

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. Communication
I-D. Evaluation		III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-D. Law, 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 measurable outcomes. Focus Indicator (check if yes)	☐	☐	X☐	☐
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. Focus Indicator (check if yes)	☐	☐	X☐	☐

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. Focus Indicator (check if yes)	☐	☐	X☐	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Focus Indicator (check if yes)	☐	☐	X☐	☐
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. Focus Indicator (check if yes)	☐	☐	X☐	☐
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. Focus Indicator (check if yes)	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.	☐	☐	X☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of _Exemplary, Needs Improvement_ or _Unsatisfactory_):

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. Focus Indicator (check if yes)	☐	☐	X☐	☐
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. Focus Indicator (check if yes)	☐	X☐	☐	☐

	U	NI	P	E
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. Focus Indicator (check if yes)	☐	☐	X☐	☐
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. Focus Indicator (check if yes)	☐	X☐	☐	☐
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. Focus Indicator (check if yes)	☐	☐	X☐	☐
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.	☐	☐	X☐	☐

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

Superintendent Marotta has been active in our school improvements. The updates are moving quickly and have been cost effective.

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. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
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.	☐	X☐	☐	☐

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

Superintendent Marotta's communication to families, staff and the school committee continue to be a challenge. It's been a difficult year and I strongly believe that communication is needed now more than ever. Superintendent Marotta has been working on communication and I'm hopeful that over time it will improve.

Superintendent

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.
☐   Focus Indicator (check if yes)

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.
☐   Focus Indicator (check if yes)

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. ☐ Focus Indicator (check if yes)	☐	☐	X☐	☐
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. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	X☐	☐	☐
	☐	☐	X☐	☐
	☐	☐	☐	☐
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.	☐	X☐	☐	☐

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

Superintendent Marotta's efforts to help the district more forward during this difficult time have been effective. Her work with several online media sources and links have been beneficial for many students and families.

Her commitment to holding high standards during this pandemic is worth noting but more support services are needed.

End-of-Cycle Summative Evaluation Report: Superintendent

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Superintendent:	Margaret Marotta		
Evaluator:	Gail M. Sullivan	Gail M. Sullivan	11/30/20
	Name	**Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	x☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	x☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐X Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership	☐	☐	☐	x☐
Standard II: Management and Operations	☐	☐	☐	X☐
Standard III: Family and Community Engagement	☐	☐	☐	X☐
Standard IV: Professional Culture	☐	☐	☐	X☐

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

☐ **Unsatisfactory**   ☐ **Needs Improvement**   ☐ **Proficient**   ☐X **Exemplary**

Step 4: 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*.

Comments:

　　Dr. Marotta is a bright, disciplined and hard working educator. What impresses me most about her, however, is her dedication to students. Whenever there is a difficult decision to be made (and this year there have been many), she makes her decision based on what is best for students. She respects all of the staff and tries to make sure that they have the training and support that they need to succeed. There is no road map for leading a large, urban district during a pandemic. The superintendent has led by example-putting in long hours and sacrificing her family time in favor of her professional life. No matter how tired she is or what calamity she has had to deal with during the day, she is always polite, kind and professional. She has changed our district from a culture of "just getting by" to working toward a culture of inspiring everyone to reach for excellence for all students - regardless of race, ethnicity or income.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. ● The superintendent will increase the number of students engaged in summer school programs by 10%. ● The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	☐	☐	☐	☐	NA☐
Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following:				x	

		• Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.					
District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives;	☐	☐	☐	☐	☐X

		● Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. ● Provide an outreach plan to reach Spanish speaking parents, ● Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.					
District Improvement Goal	Attendance & Discipline	The superintendent will: ● conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. ● Meet DESE District-Wide Accountability Targets for Chronic Absenteeism ● A positive behavior plan will be adopted for each building. ● The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	☐	☐	☐	x☐	☐
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	☐	☐	☐	☐x	☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐	☐	☐	☐	x ☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	☐	☐	☐	☐	x☐

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. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
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. ☐ Focus Indicator (check if yes)	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.	☐	☐	☐	☐x

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary, Needs Improvement* or *Unsatisfactory*):
Unfortunately, we had no MCAS data because of Covid. However, there are other ways to judge student learning. Even in the middle of pandemic , the superintendent made sure that there was summer programming for students. The district expanded summer learning opportunities adding online options to the usual in person learning. Summer learning programs had over 900 students. Across the summer months the district had an impressive 2,500 logins a day. This data indicates that here was a 270 percent increase in student participation in summer in summer 2020 compared to summer 2019. Overall, there was an 11 percent increase in the number of students who met grade level reading scores between Fall and Winter assessments. Hopefully, Dr. Marotta and her team will look at the data about Grade three, particularly at Silver HIll.

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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. ☐ Focus Indicator (check if yes)	☐	☐	☐x	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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.	☐	☐	☐	x☐

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

Dr. Marotta created a budget that was based on student needs. She prioritized funding for extended learning time. She also studied the success at Tilton and then matched best practices with budget allocations. She also worked to supervise the expenditures of the district making sure that we didn't exceed spending allotments.

Dr. Marotta has a deep knowledge and understanding of state and federal laws and mandates.

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

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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. ☐ Focus Indicator (check if yes)	☐	☐	x☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐x	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	x☐
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.	☐	☐	x☐	☐

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

The superintendent has done an excellent job communicating with all stakeholders during one of the most difficult times in the district's history. She made sure that all children had a computer within two weeks of us going to remote learning. She also made sure that staff was checking to make sure that no students "disappeared" during the lockdown. She reached out to parents and staff in a time of terrible uncertainty. Her intelligent, calm response has guided us well during this crisis. Dr. Marotta works long hours and never gives up on trying to solve the myriad of problems that we have had for the last eight months. She spent many hours working with the teachers who wanted to be sure that they would be safe when they returned to school in September.

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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ xFocus Indicator (check if yes)	☐	☐	x☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x

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. ☐ Focus Indicator (check if yes)	☐	☐	☐X	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐x
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.	☐	☐	☐	☐x

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

Dr. Marotta dealt with issues of diversity in a well-planned and systematic way. The data shows that The Early College numbers for Hispanic students went from 51 in 2018-19 to 163 in 2020-21. The district established a diversity committee whose main goal was to increase the number of staff members reporting as Latino. The district increased the number of staff members reporting as Latino from 37 to 62. This is an incredible achievement, given that the state has said that this is a serious challenge for all schools in Massachusetts.

Dr. Marotta has developed a district wide tiered system to ensure that the staff has training and support for Social Emotional Learning. An impressive 70 employees have taken 1 or more courses from the Lesley Institute for Trauma Sensitivity.

Dr. Marotta has done an excellent job providing professional development for staff. She has completely revamped the induction program using RBT to provide the structure and an evidence-based training that we need. She has also overseen the development of a substitute teacher handbook.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Margaret Marotta	
Evaluator:	Toni Sapienza-Donais	December 2020
	Name / **Signature**	**Date**

Step 1: Assess Progress Toward Goals (*Reference performance goals; check one for each set of goal[s].*)

Professional Practice Goal(s)	☐ Did Not Meet	☐X Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐X Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐X Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (*Reference Performance Ratings per Standard; check one box for each Standard.*)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				
Standard I: Instructional Leadership	☐	☐	☐X	☐
Standard II: Management and Operations	☐	☐X	☐	☐
Standard III: Family and Community Engagement	☐	☐X	☐	☐
Standard IV: Professional Culture	☐	☐X	☐	☐

End-of-Cycle Summative Evaluation Report: Superintendent

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

☐ **Unsatisfactory**   ☐X **Needs Improvement**   ☐ **Proficient**   ☐ **Exemplary**

Step 4: 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*.

Comments:

   Dr. Marotta's Overall Summative Performance falls in the needs improvement category. At this time her performance in Management and Operations, Family and Community Engagement and Professional Culture overall are below the requirements of standard and improvement is necessary and expected.   Standard of Instructional Leadership is proficient which proves her to be fully satisfactory in that category.

In the standard of Management and Operations Dr. Marotta did not satisfactorily ensure that all schools were consistently clean, had temperatures regulated and repairs completed in a timely fashion. Numerous problems in the maintenance department were continually brought to the superintendent's attention by me with little to no action on her part. Therefore the school committee needed to eliminate the supervisor of facilities position from the budget in order to create change within the department.

In the standard of Family and Community Engagement Dr. Marotta provided some resources and support and made some attempts with videos and newsletters to welcome families and provide information to families of the district but the efforts were limited and in some cases the information was insufficient to meet the needs of families.

In the standard of Professional Culture Dr. Marotta has not established a professional culture of transparency. On a number of occasions staff members as well as parents have been in contact with me as they do not feel the superintendent will be transparent with them and there is a feeling whether real or imagined of not being able to speak out without fear of retribution.

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	Academic Achievement	The standard for the superintendent is to increase overall MCAS performance test scores. The DESE uses an accountability system that brings together a set of measures in order to provide clear, actionable information about district and school performance. In Massachusetts, accountability results are calculated using information related to student performance on state tests, chronic absenteeism, high school completion, and advanced coursework completion. Massachusetts sets annual improvement targets for every district and school. Targets are set for achievement, growth, English learner progress, chronic absenteeism, high school completion, and advanced coursework completion. Districts and schools with a target percentage of 75% or higher are considered to be meeting or exceeding targets (reportcards.doe.mass.edu). The superintendent's goal this school year is to increase Haverhill's report card in the state's accountability system by 3%. The superintendent will reduce the dropout rate at Haverhill High School by 5%. ● The superintendent will increase the number of students engaged in summer school programs by 10%. ● The superintendent will increase the number of student in grades 1-3 who meet grade level reading by 10%.	N/A ☐	☐	☐	☐	☐
Professional Practice Goal	Budgeting	The superintendent will lead a process that results in a clearly defined Student Opportunity Act District Plan. The plan must involve the input from the schools, parent groups and the community. The final plan must contain clearly defined targets and outcome measures and must comply with all DESE requirements and expectations. The plan will achieve the following:				X	

		• Prioritize the use of the increase funding based upon data as to what measures will improve student achievement and be prepared to justify to the school committee and the public what data justifies the allocation of funding. • Prioritize funding for increased after school, summer school and extended learning time programs. It is expected that there will be a minimum of a 10% increase in the number of students in extended learning time programs by the summer of 2020. • Establish some funding in the upcoming budget to match the successes we had at Tilton School. This will include taking performance measures of the success at Tilton School and then matching the best practices to the budget. The budget will specifically identify which measures worked and will identify areas in the budget where those measures have been applied to other schools.					
District Improvement Goal	Outreach and Communication	The superintendent will increase her outreach and communication to the community, school community, including the school committee. The superintendent shall be prepared to demonstrate to the school committee the increased outreach and communication that has occurred. The superintendent will provide regular outreach and communication to school committee members and shall call each school committee member no less than once per month to update them on school matters. The superintendent will develop her own comprehensive communication plan which can be demonstrated in a number of ways including the following suggestions: • A coffee with the superintendent series conducted in various locations to seek input • A monthly newsletter to the school community with a copy sent to school committee members. • Regular meetings with principals, parents and teachers including attendance at PTO and site council meetings, attendance at school events • Periodic short videos. • Establishing a district wide committee of parent representatives;	☐	☐X	☐	☐	☐

		- Develop a system so that every phone call and every email is responded to by the superintendent or by a school department official within three business days. - Provide an outreach plan to reach Spanish speaking parents, - Develop a system so that every phone and every email of a HPS teacher is returned within three days of receipt.					
District Improvement Goal	Attendance & Discipline	The superintendent will: - conduct a campaign to decrease chronic absenteeism and increase attendance with a goal of achieving a 4% reduction in the number of students who are chronically absent. - Meet DESE District-Wide Accountability Targets for Chronic Absenteeism - A positive behavior plan will be adopted for each building. - The superintendent will instruct principals to send a communication to the parents on the importance on attendance three times a year.	N/A ☐	☐	☐	☐	☐
District Improvement Goal	Diversity	The superintendent will continue to work with the diversity committee and will improve the number and diversity of students in early college classes and advanced placement classes by 5% without lowering the achievement level required of each child.	☐	☐X	☐	☐	☐
District Improvement Goal	Training	The superintendent will institute a plan for the training of substitute teachers, and will provide research base training for new teachers including mentoring new teachers.	☐	☐X	☐	☐	☐
District Improvement Goal	Maintenance	The superintendent will cooperate with the city in the study of the maintenance department, and will work to develop a plan so that regular preventative maintenance is performed in all schools. The superintendent will present to the school committee by June 30, 2020, a preventative maintenance plan that covers all school buildings.	☐	☐X	☐	☐	☐

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
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication
I-D. Evaluation		III-D. Family Concerns
I-E. Data-Informed Decisionmaking	II-D. Law, Ethics and Policies	
I-F. Student Learning	II-E. Fiscal Systems	

IV-B. Cultural Proficiency
IV-C. Communication
IV-D. Continuous Learning
IV-E. Shared Vision
IV-F. Managing Conflict

Superintendent's Performance Rating for Standard I: Instructional Leadership

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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. YEFocus Indicator (check if yes)	☐	☐	☐X	☐
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. Focus Indicator (check if yes)	☐	☐	☐X	☐
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. Focus Indicator (check if yes)	☐	☐	☐X	☐
I-D. **Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Focus Indicator (check if yes)	☐	☐	☐X	☐
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. Focus Indicator (check if yes)	☐	☐	☐X	☐
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. Focus Indicator (check if yes)	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.	☐	☐	☐X	☐

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

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. Focus Indicator (check if yes)	☐	☐X	☐	☐
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. Focus Indicator (check if yes)	☐	☐X	☐	☐
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. Focus Indicator (check if yes)	☐	☐	☐X	☐
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. Focus Indicator (check if yes)	☐	☐X	☐	☐
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. Focus Indicator (check if yes)	☐	☐	☐X	☐
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.	☐	☐X	☐	☐

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

For Standard II Management and Operations Dr. Marotta falls into the category of needs improvement. During the past eight months Dr. Marotta was put to the test to develop and execute effective plans, procedures, and routines to address a range of safety, health and emotional and social needs due to COVID 19. . Although the past eight months would be trying for anyone Dr. Marotta struggled with communicating and enacting solid reopening plans for the district and as a result many staff, students and parents struggled with unanswered questions. An issue of understanding school committee policy became an issue this past January and February when I attempted to visit schools. Dr. Marotta did have an issue with school committee members visiting schools and did not comply with school committee policies on this issue. Hopefully once our schools get back to normal after COVID 19 she will comply with the school committee policy and allow school committee member visits without issue. Dr. Marotta is proficient in the area of Fiscal Systems as her budget supported the district's vision, mission and goals. Furthermore Dr. Marotta submitted the Student Opportunity Act District Plan which required much planning and budgeting.

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. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
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.	☐	☐X	☐	☐

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

Dr. Marotta fell short in the area of Family and Community Engagement due to her substandard ability to communicate with the school district as well as the community at large. This was evidenced by the numerous rumors, fears, and concerns that erupted when not enough details were shared nor explained during the shift to hybrid and remote learning. Parents were confused and rightfully so when they could not get answers to what cohort their child would be attending, how attendance would be marked, how their child would be graded, how their child would be bussed and the like. Teachers were also left in the dark as to who could or could not teach remotely, how they would be chosen, who was eligible for COVID leaves, what remote teaching even looked like and how to balance both remote and hybrid teaching. It was a dark time for many with no answers coming from administration and many left on their own to figure it out. Dr. Marotta's videos and newsletters are a start in the right direction but fall short when there is no follow through when questions arise. Dr. Marotta needed to be more accessible and communicate with the school community as well as all the stakeholders and not just a chosen few. All members of the school committee should be equally valued and chosen to participate on committees and interview boards. The Haverhill Public Schools' community wants and needs to be informed and they were not and as a result lost confidence in the person steering the ship. It would also benefit the superintendent to acknowledge significant events in the lives of staff as this builds and fosters a caring professional relationship. When deaths of staff members, change of assignments, and new staff hired go without acknowledgement it creates a working environment that lacks that personal touch that makes people feel valued. It is also vital for all members of the school committee to be kept in the loop and not to engage with only a portion of the committee as this is not conducive to a healthy working relationship. As an example it took many requests on my part to be kept in the loop on the number of COVID cases at each school. Dr. Marotta needs to work on making her actions and intentions clear and transparent in order for the school district and community to feel positive and believe in the district leadership without her being clear and transparent staff as well as parents feel their voices have not been heard.

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d Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to suc
condary education and become a responsible citizen and global contributor.

us Indicator (check if yes)

ging Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a distri
unity.

us Indicator (check if yes)

t'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. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
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. ☐ Focus Indicator (check if yes)	☐	☐X	☐	☐
☐	☐	☐X	☐	☐
☐	☐	☐X	☐	☐
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.	☐	☐X	☐	☐

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

Dr. Marotta has not proven her ability to create a solid professional culture in these most difficult times thus receiving a grade of needs improvement in the Professional Culture standard. The closure of Haverhill Public Schools in mid-March with little notice and the abrupt switch to remote learning presented to be a major challenge for Dr. Marotta. Her weak communication skills hampered her ability to embrace the needs and fears of students, staff and the greater school community. Many staff and parents had numerous questions and concerns that were never addressed or never addressed with enough clarity to leave staff and parents satisfied. Another example of staff and parents not being heard was the sudden shift of Tilton lower students at an awkward time when things finally seemed to get into a routine. This left staff and parents bewildered and again scrambling for answers. On professional development days many staff felt short changed as they looked for guidance in remote and hybrid learning that was not offered to them. ESP's felt they were just enrolled in workshops that did not benefit them or fit their needs. We need to successfully and continuously engage all our staff . During these times staff and parents turned to the school committee for answers and it became awkwardly aware we were not all on the same page . It is the job of the superintendent to lead the school community through these challenging times and provide the answers and support that are needed by staff, students and parents.