



End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:

Elizabeth Hallett

Evaluator:

Nantucket School Committee

Name

Signature

Date

6/9/2021

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

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'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
Goal 1: Effective Entry and Direction	I-E: Data-Informed Decision Making IV-E: Shared Vision	By May of 2021, I will have successfully completed a first-year entry plan to the role of superintendent by engaging key stakeholders around the district's most critical needs for this year and beyond, defining a clear process to identify the strategies and goals that will address those needs most effectively, and identifying measures that will be used to assess progress. The unique and unprecedented circumstances surrounding this year will be taken into consideration throughout the entry process.	☐	☒	☒	☐	☐
Goal 2: Maintaining Momentum during Transition	I-B: Instruction II-A: Environment	Throughout the 2020-21 school year, I will lead the district successfully as we implement the newly designed hybrid model of learning as outlined in the Comprehensive Return-To-School Plan and seek solutions to any new challenges we may face due to the global pandemic.	☐	☐	☒	☐	☐
Goal 3: New Superintendent Induction Program	IV-D: Continuous Learning	By the end of 2021, I will have built and strengthened skills in data analysis, strategy development and instructional leadership through the successful completion of my first year of the 3-year Massachusetts New Superintendent Induction Program (NSIP).	☐	☐	☒	☒	☐

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

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	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*):

This is a difficult section. This last school year brought significant challenges as the world navigated through the Covid pandemic. The leadership Beth demonstrated was lost in the scattered nature of the education we provided. It is extremely difficult to really evaluate the quality of the results.

We recognize with all that COVID required from everyone this is a tough year to truly assess. Although it is evident there is a lack of acceptable progress for students of diverse needs. We have great need for curriculum and instruction improvements. Although due to remote learning we saw an increase in collaboration across subject teachers. Due to the need for so much time to focus on remote learning and the development of detailed protocols and immediate needs to be addressed by the committee the committee was unable to truly get a cross section of all that was happening with our instruction. We recognize the establishment of playlists and new units of study. However with meeting time limited and multiple needs to address we lost time to reflect on new instructional practices. Efforts' showing effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes is an area we need to work on. It is important that we remain steadfast with high expectations regarding content and quality of effort and work, engagement of all students, and personalizing to accommodate diverse learning styles, needs, interests, and levels of readiness. Rollouts (Schoolology & MAP testing) seemed to cause unnecessary stress and anxiety to an already stressful situation. It is extremely important to have a shared vision while adopting new tools.

All in all some great work was completed this year; however we have room to grow. Dr. Hallett remained strong in her leadership while developing a new team under extremely unusual circumstances as a new Superintendent.



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	☐
		☐	☐	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	☐
		☐	☐	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)	☐	☐	☒	☐
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. Hallett did a tremendous job balancing the fears and needs of staff and families in order to continue educating our students. She worked to develop and execute effective plans and procedures to allow for safe return to in person learning. We have had several key positions open in the district, that Dr. Hallett has demonstrated a cohesive approach to recruitment, hiring, development and career growth. It is evident that Dr. Hallett supports respects and trusts her leadership team and staff members, and fosters the opportunity for career growth for all. Despite Dr. Hallett's overwhelming schedule during a year of navigating Covid, she worked with the policy subcommittee to ensure that our district's policies were current which is a continuous process. Dr. Hallett arranges regular budget updates for the School Committee. Collaboratively Dr. Hallett built a budget to support our district's vision. However, due to the setbacks caused by Covid, it is imperative to plan for an increase of academic and social and emotional support.

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 <i>Exemplary</i> , <i>Needs Improvement</i> or <i>Unsatisfactory</i>): Dr. Hallett has shown collaboration with her staff, families and community at large while making decisions for what is in the best interest of our students (district). She engages in two way culturally proficient conversations with all. She is sensitive to family concerns and addresses them in an equitable manner. Overall, Dr. Hallett does a great job making herself available to parents, staff, students and the general public. Given the times and what Dr. Hallett has had to contend with she has done an amazing job.				



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	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	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	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	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.

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

Dr. Hallett is completing her first year as a Superintendent. She has worked tirelessly during an extremely challenging time to overcome the difficulties that encompassed educating our students during a pandemic. Dr. Hallett is a compassionate and caring individual. We would like to see Dr. Hallett build confidence by listening to her constituents and then make her decisions based on what she feels is in the best interest of our district. To reiterate the importance of shared vision, it is necessary for all constituents to collaborate.

We are fortunate to have Dr. Hallett as she is an intelligent and thoughtful leader and she will continue to gain the respect and the confidence of others if everyone understands that she is the one making the ultimate decisions for the district.

There is an insufficiency of evidence of fostering a shared commitment to high standards with high achievement expectations for all. Data indicates that not every student is prepared to succeed in postsecondary education.

Overall, Dr. Hallett has done a tremendous job as a first year Superintendent while faced with the most challenging circumstances. It is evident that with her dedication and commitment to our district, she will continue to grow in her role as the Superintendent of the Nantucket Public Schools.