

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Anthony Soto _____
Evaluator: Holyoke School Committee _____
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	☐ 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	☐	☐	☒	☐

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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:

Interim Superintendent Anthony Soto provided stable leadership during Holyoke Public Schools' transition to quasi-local control. His focus on continuous improvement, accountability, and fiscal stewardship helped position the district well as it continues to navigate state accountability measures (exit assurances) through 2027.

Mr. Soto met his **Professional Practice Goal** through the implementation of a district action tracker that strengthened accountability and supported compliance with School Committee policies. He also demonstrated significant progress toward his **Student Learning Goal** and **District Improvement Goal**, with measurable gains in early literacy, reading, and mathematics, as well as expanded use of early literacy and inclusive instructional practices.

Approximately 91% of district strategies remained on track, reflecting positive momentum and foundational progress. While additional end-of-year data may have further demonstrated growth, continued attention is needed to ensure district practices consistently align with School Committee-approved policies and governance structures as the district moves beyond receivership.

Opportunities for Growth

- **Program Recruitment:** Increase enrollment in the mental health pilot program to meet participation targets and support its long-term success.
- **Teacher Morale:** Address the decline in teacher belonging while continuing efforts to foster a positive and supportive work environment.
- **Quality of Implementation:** Focus on measuring the effectiveness of inclusive practices to ensure initiatives are producing meaningful outcomes for students.

Overall, Mr. Soto's leadership provided stability during a critical transition period and established a strong foundation for the district's continued improvement.

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-A, I-B, I-E	From Spring 2025 to Spring 2026, an increase in the % of students performing at grade level* in: - Early Literacy (grades K-1, STAR): 3 points (from 48% to 51%) - Reading (grades 2-10, STAR): 6 points (from 32% to 38%) - Math (grades 1-10, STAR): 5 points (from 28% to 33%)	☐	☐	☒	☐	☐
Professional Practice Goal	II-D	Develop and implement a district action tracker to ensure district compliance with School Committee policies	☐	☐	☐	☒	☐
District Improvement Goal 1	I-A, I-B	By June 2026, 70% of K-2 teachers (core, ELD, SPED, Interventionists) effectively implement strong early literacy practices, as measured by the Early Literacy Walkthrough tool.	☐	☐	☒	☐	☐
District Improvement Goal 2	I-B	75% of teachers are implementing inclusive practice, as measures by the walkthrough tool	☐	☐	☒	☐	☐
District Improvement Goal 3	II-A	100% of schools implement a school-based belonging plan for students and staff	☐	☐	☐	☒	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

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	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 III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning



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)	☐	☐	☒	☐
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*): The mid-year (MOY) data is very encouraging, with results showing the district approximately four points ahead of last year across Early Literacy, Reading, and Math. This progress is a clear indication that instructional shifts are beginning to take hold and positively impact student learning. A significant focus of leadership has been the establishment of systems and expectations that support high-quality teaching and learning across all schools. Through collaboration with district and school leaders, the district has strengthened standards-based instruction, aligned curriculum across grade levels, and used data to inform decision-making and continuous improvement.

All 11 benchmarks for the year were met, with many directly aligned to high-quality instruction. Recent quarterly updates indicate that schools have identified priorities such as lesson internalization, academic monitoring, engagement strategies, scaffolding, and purposeful planning. This reflects a strong instructional focus, with schools self-identifying areas for improvement and developing targeted plans to strengthen teaching and learning.

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*): The Interim Superintendent demonstrated strengths in Human Resources management, particularly in areas of fiscal oversight and operational planning. Leveraging his background in finance, he effectively supported initiatives aimed at recruitment, hiring, retention, and employee support. The district's achievement of its highest teacher retention rate during Receivership reflects meaningful progress in attracting and retaining qualified educators.

At the same time, the implementation of a truly cohesive approach to staff development and career growth remains inconsistent across the district. Committee members observed that opportunities for professional growth and advancement vary depending on the school, resulting in uneven experiences for employees. While systems and agreements have been established to strengthen the workforce, greater uniformity in induction, development, and career pathways across all schools is needed to ensure equitable access to high-quality professional growth and effective practice districtwide.

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*): The Interim Superintendent placed a strong emphasis on family and community engagement, building partnerships with families, community organizations, higher education institutions, businesses, and municipal leaders to broaden opportunities and enhance resources available to students. Regular communication regarding progress toward district benchmarks, along with efforts to increase cultural responsiveness and celebrate students and staff through school- and district-level belonging initiatives, contributed to a stronger sense of community and collaboration.

As the district worked to establish new systems, strengthen governance structures, and rebuild local capacity, many promising ideas and initiatives required additional time to be fully implemented and demonstrate measurable impact. Despite these challenges, the Interim Superintendent maintained a focus on stakeholder engagement, transparency, and continuous improvement.

While meaningful progress was made, opportunities remain to further strengthen consistency in family and community engagement across the district. Continued attention to ensuring that all families have equitable access to information, meaningful opportunities for input, and timely responses to concerns will help deepen trust and support student learning and development both in and outside of school.

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. 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)	☐	☐	☒	☐
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 <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>): The Interim Superintendent has worked in partnership with district leaders to strengthen systems related to recruitment, hiring, retention, professional development, and employee support and voice. Efforts to address ongoing staffing challenges and implement agreements to attract and retain highly qualified educators have supported overall district stability. Continued attention to student and staff safety, along with expanded partnerships with community agencies and support for student social-emotional well-being, has helped maintain safe and supportive learning environments aligned with district priorities. The School Committee recognizes the Superintendent's strong interpersonal skills and his ability to foster a culture of collaboration and feedback. While communication with stakeholders has shown areas of inconsistency, operational systems and collaborative planning processes have contributed to maintaining focus on district goals and the development of a shared educational vision.				