

Evaluator: JOHN GEARY



Superintendent's Summative Evaluation

2016-2017



Superintendent's Performance Goals

Step 1: Assess Progress Toward HPS Goals

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

Check/mark with an "X" one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>To develop a comprehensive education plan and advocacy strategy for the approval and funding for the Center School Building Project</p> <p>In collaboration with the School Building Committee, school and town officials, staff, parent groups, and other partners to secure the support needed (Special Town Meeting vote and Special Town Election vote) to fund the Center School project within the approval window required by the MSBA.</p>				X	
Student Learning						
2	<p>Explore strategies and options for a potential "academy model" at HHS.</p> <p>In collaboration with the HHS Leadership team and Assistant Superintendent, we will embark on a comprehensive exploration of an "academy model" at Hanover High School to afford future HHS students multiple options for focused pathways within their selected areas of academic interest (for example - engineering, fine arts, bio-medical, public service, etc.).</p>				X	
District Improvement						
3	<p>To effectively incorporate all school/town technology expenses into the annual School Department operating budget to maximize resources and reduce reliance on free cash.</p> <p>In collaboration with the Business Manager, Town Manager, Director of Technology Operations, and Town and School Department leaders, we will develop and recommend a strategy to reduce school/town reliance on free cash by incorporating technology expenses into the School Department's operating budget for FY 2018.</p>				X	

Community Engagement

4	<p>The Hanover Public Schools will develop organized lines of communication and a strategic partnership between the School Committee, Special Education Parent Advisory Council Leadership Team, and District Administration.</p> <p>In collaboration with the Director of Student Services, School Committee, SEPAC Leadership Team (Executive Board), and District level Administrators, we will 1) establish processes for consistent and organized communication between the three groups listed above, and 2) establish a structure that includes liaisons to represent each group on educational and operational issues.</p>				X	
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Superintendent's Performance Rating for Standard I: Instructional Leadership

Step 2: Assess Performance on **DESE** Standards

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.			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.			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.			X	
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			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.			X	

Overall Rating for Standard I (Circle/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: Mr Ferron and his executive staff have successfully implemented *Instructional Rounds* and *Camp Ed Professional Development* in 2016/2017. I have attended the Camp Ed sessions to witness the collaborative approach to PD, and the peer to peer information sharing that makes this successful and unique. The individual school improvement plans are presented as concise strategies that are supported with measurable results and realistic objectives. Mr. Ferron has successfully moved from the 2016 goal of Vision 20/20 deployment into a new initiative of Instructional Rounds and Professional Development. He is effective at moving from completion of one goal to establishing and executing a new goal for Instructional Leadership year after year - JG

Examples of evidence superintendent might provide:

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

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

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>					
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.			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	
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.			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.			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.				X
Overall Rating for Standard II (Circle/highlight one.)	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.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: Mr. Ferron manages the budget process efficiently and effectively. He continually looks for resources to make the district more financially efficient as well as exploring new strategies for long term sustainability. **His efforts to reduce free cash to fund special education and technology are always being explored with collaboration with town officials.** The FY'18 Proposed School Budget was approved unanimously by the Board of Selectman and Advisory Committee. In 2015/16 Mr. Ferron was challenged with identifying a financial strategy for Technology Development. In 2016/17 the districts data manager position became available, Mr. Ferron looked to hire a person that had the skill sets for both data manager as well as other technology related criteria, so that the new position handles more district related technology responsibilities within the same salary level. In 2015/16 Mr. Ferron identified his self-evaluation for technology related strategies as "continues to develop" and in 2016/17 he has implemented the necessary strategies in staffing and hardware within the budget to meet these goals - JG

Examples of evidence superintendent might provide:

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

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

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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				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.				X
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				X
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.			X	

Check one box for each indicator and circle the overall standard rating.

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

Overall Rating for Standard III (Circle/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: In addition to FACE events and athletic events on and off property, Mr. Ferron is regularly found in the school buildings and classrooms engaging with the teachers and students. He is a very recognizable figure in the school community. He delivers a unique convocation presentation every September to actively connect with the building staff and establish a relationship with all members of HPS. Mr. Ferron makes himself available all the time to committee members as well as community members. He has a professional approach to dialogue and follow up procedures. Mr. Ferron is actively managing the 2016 implemented FACE budget as well as seeking new sources of revenue for the Athletic revolving account and the Food Service revolving account as presented on the February 1st 2017 School Committee meeting. **On Jan 4th the school committee unanimously voted to approve a Special Education Subcommittee, and Mr. Ferron has successfully implemented a subcommittee for Special Education to increase communication between all departments and the SEPAC- JG**

Examples of evidence superintendent might provide:

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

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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.				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.			X	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				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.			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	
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				X

Overall Rating for Standard IV <i>(Circle/highlight one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: I challenge Mr. Ferron to set high goals for himself and the district. We have countless discussions about “1st impressions”, “professional courtesy”, “community relations”, and “realistic expectations.” Between the school committee, town officials, school administrators, community members, parents, teachers, staff, and students, there are several different levels of expectations for achievement. Mr. Ferron continually meets or exceeds all of the expectations for all stakeholders involved in the HPS. **Mr. Ferron has successfully managed the Approved (Town Meeting Vote – 2016) Center School Building project with the assistance of the Center School Building project committee and town officials.** Mr. Ferron also has successfully managed the recent implementation of the High School later start time. This initiative has received favorable results and has attracted the attention of surrounding communities to seek counsel from Hanover PS for our implementation procedures. **Mr. Ferron also has successfully started the process to establish an Innovation team (“Academy Model”) to explore opportunities at the Hanover High School to develop and enhance the learning opportunities for Hanover high school students. This goal once fully executed will deliver a new level of achievement for all of our Hanover High School student that are pursuing a personalized education experience and help advance their progress toward post graduate educational opportunities. - JG**

Examples of evidence superintendent might provide: Goals progress report

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

DESE Goals Summary: Complete tables above for Standards I-IV first; then check/mark with an “X” one box for each standard.

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			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; circle/highlight one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check/Mark with an "X" only one.*)

Low	Moderate	<u>High</u>
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Step 5: Add Evaluator Comments

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

Comments: See comments in all fields under each standard. **Highlighted Comments are reflective of HPS District goals.**

JG

Superintendent: Matthew A. Ferron

Evaluator: John T Geary

Name

Signature

3.27.17

Date