

**Evaluator: Leah Miller**



**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
<b>Professional Practice</b>						
1	<p><b>To develop a comprehensive education plan and advocacy strategy for the approval and funding for the Center School Building Project</b></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	
<b>Student Learning</b>						
2	<p><b>Explore strategies and options for a potential "academy model" at HHS.</b></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	
<b>District Improvement</b>						
3	<p><b>To effectively incorporate all school/town technology expenses into the annual School Department operating budget to maximize resources and reduce reliance on free cash.</b></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><b>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.</b></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		
---	---	--	--	---	--	--

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>I-A. Curriculum:</b> Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.			X	
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			X	
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.			X	
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			X	
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.				X

<b>Overall Rating for Standard I</b> <i>(Circle/highlight one.)</i>	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.
--	---

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis:**  
Using multiple sources of data, Mr. Feron and his team identified vocabulary acquisition as an area that needs improvement district wide. They implemented instructional rounds during professional development time this year, which focused on vocabulary acquisition. The rounds have been very successful professional development for the district.

**Examples of evidence superintendent might provide:**

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.			X	
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.			X	
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.			X	
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.			X	
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.			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:**

The budget process is extremely transparent and efficient. Over the summer, due to some unexpected and extraneous budget expenses, the budget needed to be revised and adapted. Mr. Ferron and Dr. Raab managed the changes in a fiscally responsible way and were able to maintain the school goals with the remaining resources.

**Examples of evidence superintendent might provide:**

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.			X	
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.			X	
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				X
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.			X	

<b>Overall Rating for Standard III</b> <i>(Circle/highlight one.)</i>	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.
--	--

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis:**

**Examples of evidence superintendent might provide:**

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals progress report</li> <li><input type="checkbox"/> Participation rates and other data about school and district family engagement activities</li> <li><input type="checkbox"/> Evidence of community support and/or engagement</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample district and school newsletters and/or other communications</li> <li><input type="checkbox"/> Analysis of school improvement goals/reports</li> <li><input type="checkbox"/> Community organization membership/participation/contributions</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders</li> <li><input type="checkbox"/> Relevant school committee presentations and minutes</li> <li><input type="checkbox"/> Other: _____</li> </ul> |
|--|--|--|

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.			X	
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.			X	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				X
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.				X
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				X
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			X	

<b>Overall Rating for Standard IV</b> <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.
---	---

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis:**

**Examples of evidence superintendent might provide:**

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

**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:**

**Superintendent:**

Matthew A. Ferron

**Evaluator:**

Leah Miller

**Name**

**Signature**

3.26.17

**Date**