

Evaluator: Elizabeth Corbo



**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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Step 2: Assess Performance on DESE Standards

Superintendent’s Performance Rating for Standard I: Instructional Leadership

	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 <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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:
Superintendent Ferron has made remarkable progress at the high school in furthering the program of studies. Would like to see the similar focus on the Middle School curriculum. Overall, the administrative team has done an excellent job of using data and analyzing our learning needs.

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 <i>(Circle/highlight one.)</i>	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 Superintendent has made great strides in improving staff morale and bringing cohesiveness to the school district. Management of budget working closely with the Business Manager has been exemplary during a very challenging FY 2017.

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

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

	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

Overall Rating for Standard III <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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

<p>Comments and analysis:</p> <p>Again Superintendent Ferron shows his strength when engaging with the public. He continues to have strong lines of communication with our community, parents and stakeholders. He is unparalleled in his ability to “think outside the box” to compromise and find solutions that address needs and concerns of all involved in any particular issue. His community outreach gives all stakeholders a place at the table, which is essential when building a team where all feel valued. Mr. Ferron was key in securing support for the Center Sylvester School Building Project.</p>

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
<i>Check one box for each indicator and circle the overall standard rating.</i>					
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.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:
 The Superintendent has clearly established an expectation of high achievement. I refer to my comments made above. The proficient rating in IV-A reflect the significant focus on the High School curriculum. Going forward I am excited to see the Superintendent's vision for the program of studies at the Middle School.

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	High x
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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:

Superintendent Ferron has demonstrated a commitment to advancing student achievement by working with his administrative team to foster those high standards. Superintendent Ferron has actively engaged parents, community members and worked cooperatively with Town Departments to ensure support for the Center / Sylvester School Building project which is a significant improvement in our elementary school program. Superintendent Ferron devoted a significant amount of his time and energy toward advancing the Center Sylvester School Project and he was instrumental in securing its success at the State and local level. His tireless dedication to this project shows his commitment and devotion to our students and earns him both an exemplary overall rating and a high mark for impact on student learning.

Superintendent: Matthew A. Ferron _____

Evaluator: Libby Corbo _____

Name

Signature

Date