

Evaluator: Ruth Lynch



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

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:
 Opportunities continue to happen for teachers to evaluate progress, analyze student data and solicit feedback during prescheduled Professional Development Days and planned Professional Learning Community meetings. Since administrators continuously evaluate and analyze assessment data, this relevant information is presented periodically to the School Committee along with strategies that will be utilized to enhance student performance. Mr. Ferron has implemented sustainable strategic objectives and focused initiatives to ensure continuous improvement as evident in School Improvement Plans. During this past year he has been involved in staff development, program and teacher evaluations, as he has worked directly with administrators and teachers observing classrooms throughout the district. The use of *Instructional Rounds* have proven to be an effective and valuable means for supporting principals and teachers as they identify a variety of teaching strategies and practices. These initiatives continue to focus on improving student growth and learning.

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
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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron continues to demonstrate a commitment to a collaborative budget development process. He has strong relationships with the leadership from the Town of Hanover including the Town Manager, Town Finance Director, the Selectmen, and the Town Advisory Board. He has a more thorough understanding of local political issues and is able to communicate these issues to the staff and community members in a manner that is pragmatic and positive. He is well respected in the community.

Mr. Ferron regularly communicates information regarding financial and educational objectives. Unforeseen special education costs occurred during this fiscal year; however, through careful budget management, the district was able to allocate the necessary funding to support the approved budget.

Mr. Ferron’s continued collaboration between the Hanover Public Schools and the Hanover Police Department has been very valuable towards developing a safe environment for all students. The recent implementation of a School Resource Officer for the Hanover Public Schools was evaluated this year and has proven to be highly effective and worthwhile.

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Relationships with families and numerous community organizations continue to be important and valuable to Mr. Ferron; evidence exists that these relationships have strengthened and grown during this past year. Not only have excellent working relationships developed with local officials, but also with various parent groups and local businesses. The local businesses have supported the athletic programs resulting in business sponsorships, an increase in attendance, and an increasing partnership between the schools, local businesses and the adult education program.

Mr. Ferron continues to effectively utilize social media as he direct users to the district web site for current news and updates and provides regular access and information to local media.

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 (Circle/highlight one.)	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: The development of a strong and stable leadership team has resulted in a commitment by all members to collaborate and focus on student learning and achievement. Mr. Ferron’s written and verbal communications skills continue to be one of his greatest strengths. He is clear, sincere, confident and supportive in his conversations with staff and colleagues. He elicits concern for others. He encourages others to share their ideas.

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:

During the past four years Mr. Ferron has developed and supported an educational environment that is transparent, collaborative, and demanding. As a result of his leadership, the administrative team has established standards and expectations that focus on improved student learning in a safe environment.

A major project in the district was the development of a proposal to renovate an elementary school due to the poor condition of an older building. Mr. Ferron worked tirelessly with Town officials and members of the Building Committee to develop a comprehensive plan and advocacy strategy for the approval and funding for the project. The platform included printed materials, social media, in person presentations, financial estimates and local tax impact projections to provide the entire community with access to all of the details of the project. The work with MBSA has moved along and following a unanimous decision at a Special Town Meeting to support the proposal for the renovation of the larger elementary school, a special ballot vote was then held and the town overwhelmingly approved the funding for the project. Because this *Professional Practice Goal* was achieved, this goal will now move into phase two including transition planning for the opening of the “new” school, managing change, staffing strategies, and evaluating/developing operational requirements. The accomplishment of this goal will profoundly affect the entire education of Hanover child well in to the future. Mr. Ferron is to be highly commended for this important accomplishment.

With Mr. Ferron’s support and encouragement, an *Innovation Team* under the leadership of the high school principal has been formed to research and explore opportunities that would enhance and personalize the educational experience for all high school students. The group explored ideas around curriculum and instruction that would stimulate greater student interest, create a greater relevance to students’ individual college and career aspirations, and implement a high school experience that affords each student the opportunity to learn and grow in a community that encourages and supports their individuality. The *Innovation Team* has presented a report twice to the School Community. The *Team*’s passion and commitment to this exciting work is evident and will result in changes that will enhance an already demanding and meaningful high school program.

Mr. Ferron has continued to collaborate to develop a funding process for technology with the Town’s Advisory Committee. A Town Meeting Article for capital expenses related to town wide technology will be presented at Town Meeting in May which will fund the resources that support teaching and learning using the tools and instructional strategies required of our digital age and the aptitude of our students. Mr. Ferron continues to strategically plan and improve technology operations in order to meet Town wide needs.

Due to the support of Mr. Ferron a strategic partnership between the School Committee, Special Education Parent Advisory Council Leadership Team and the District Administration has been successfully established. A process for consistent and organized communication between the three groups and a structure that includes liaisons to represent each group on educational and operational issues is now fully functional. E-mails, Meeting agenda, meeting minutes and videos of public meetings are available to all community members. Mr. Ferron has clearly supported the need for such communication and structure.

Mr. Ferron and his administrative team continue to lead the members of the Hanover educational community in an exceptional manner. Their hard work and dedication are evident and truly appreciated.

Superintendent: Matthew A. Ferron

Evaluator: Ruth A. Lynch

Name

Ruth A. Lynch

Signature

March 25, 2017

Date