

Summative Evaluation Plan: Final
Superintendent Evaluation Process for FY 2015
July 24, 2015

Final steps required for the Summative Evaluation:

1. School Committee members approve the plan for Superintendent's evaluation
2. Following the procedure outlined in Appendix C below, complete the evaluation document focusing on the 10 indicators identified in GREEN below. Steps one, two, three, and four are the key summative measures. Step 3 is your overall rating on the superintendent's performance last year.
3. Forward your completed document to Chairman by Friday, July 3rd.
4. The Chairman will review the individual evaluations and draft a summative evaluation for the committee to consider. The draft summative will be shared with the school committee no later than Friday July 24nd and posted to the district website by July 28th.
5. At the July 29th School Committee meeting, the committee will discuss the summative evaluation, and vote to approve. The final document and each member's individual evaluation document will be a public record.
6. Superintendent will present the first draft of his FY 2016 goals at a meeting TBD after the July 29th meeting, to begin the approval process for next year as early in the year as possible.

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Curriculum Indicator 1. Standards-Based Unit Design 2. Lesson Development Support	A. Environment Indicator 1. Plans, Procedures, and Routines 2. Operational Systems 3. Student Safety, Health, and Social and Emotional Needs	A. Engagement Indicator 1. Family Engagement 2. Community and Business Engagement	A. Commitment to High Standards Indicator 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. Instruction Indicator 1. Instructional Practices 2. Quality of Effort & Work 3. Diverse Learners' Needs	B. Human Resources Management & Development Indicator 1. Recruitment & Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. Sharing Responsibility Indicator 1. Student Support 2. Family Collaboration	B. Cultural Proficiency Indicator 1. Policies and Practices
C. Assessment Indicator 1. Variety of Assessments 2. Adjustment to Practice	C. Scheduling & Management Information Systems Indicator 1. Time for Teaching and Learning 2. Time for Collaboration	C. Communication Indicator 1. Two-Way Communication 2. Culturally Proficient Communication	C. Communications Indicator 1. Communication Skills
D. Evaluation Indicator 1. Educator Goals 2. Observation s & Feedback 3. Ratings 4. Alignment Review	D. Law, Ethics & Policies Indicator 1. Laws and Policies 2. Ethical Behavior	D. Family Concerns Indicator 1. Family Concerns	D. Continuous Learning Indicator 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. Data-Informed Decision Making Indicator 1. Knowledge & Use of Data 2. School and District Goals 3. Improvement of Performance, Effectiveness, and Learning	E. Fiscal Systems Indicator 1. Fiscal Systems		E. Shared Vision Indicator 1. Shared Vision Development
			F. Managing Conflict Indicator 1. Response to Disagreement 2. Conflict Resolution 3. Consensus Building

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent:	Matthew A. Ferron		
Evaluator:	John Geary, Chair		
Evaluator:	Ruth Lynch Vice Chair		
Evaluator:	Michael Phillips, Member		
Evaluator:	Kimberly Booker, Member		
Evaluator:	Elizabeth Corbo, Member		
Evaluator:	William Marriner, Former Chair during evaluation year		

Step 1: Assess Progress Toward **HPS** Goals (Complete page 3 first; circle 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 **DESE** Standards (Complete pages 4–7 first; then check 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
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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 one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate X	High
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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: Mr. Ferron's second year as the Hanover Superintendent has been a year of remarkable and significant accomplishments for the school district under his leadership. He continues to develop and foster an educational culture and climate that is transparent and collaborative. In a short period of time, Mr. Ferron and his leadership team have helped to create a culture that includes accountability, responsiveness, and a high level of energy and excitement. He has improved the collaboration between the HPS administration and town leaders, the HTA, and the general community. Mr. Ferron has demonstrated an ability to effectively solicit feedback on district needs and goals, and most importantly, an ability to execute on plans to meet those needs. Mr. Ferron is engaged in the Hanover Community. He listens to the community's needs and is willing to have an open dialogue with parents, school committee members, community members, and staff. Several initiatives have focused on promoting student growth and learning. All grade levels have developed and/or identified two common assessments and determined an administration schedule. Mr. Ferron supported Professional Learning Community leadership. Faculty training was held and dedicated time scheduled at each level to provide at least two meetings per month. ELA data teams were established at both elementary schools and are being scheduled and facilitated in alignment with ELA benchmarks. A peer training on differentiated instruction and inclusive practices was developed and implemented, ultimately providing in-house expertise and embedded support for staff.

A redistribution of student learning time was created to accommodate tiered intervention and opportunity for collaboration among and between teachers (PreK-8). Regarding the Vision 20/20 goal, Mr. Ferron's exceptional work done in evaluating the program and final choice and piloting of that curriculum lead to a clear and publicly supported Article at the Hanover Town Meeting that passed successfully. Mr. Ferron's implementation of ALICE is also a great demonstration of collaborative endeavors with other town departments. The successful training of all staff and age appropriate training of the student body has led to greater confidence to deal with unforeseen events. In fact, many towns are looking at Hanover as the model for this type of program and its implementation.

Superintendent's Performance Goals



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

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	New Superintendent Induction Program Year II Develop skills in strategy development, data analysis, and instructional leadership by completing the second year of the New Superintendent Induction Program and earning at least Proficient ratings on each major assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Student Learning						
2	Vision 2020 Development to Secure K to 8 Math Program In collaboration with district administrators and the V2020 Team, the following objectives of the V2020 project will be met; 1) the pilot programs at the elementary and middle school level will be implemented and evaluated, 2) a program recommendation that meets all of our predetermined criteria will be announced in the spring for 2015-2016 implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
District Improvement						
3	Educator Evaluation By spring 2015, the district will have completed one full cycle (2 years) of the new Educator Evaluation process. In collaboration with our district-wide leadership team and HTA, we will sustain current protocols, processes, and timelines while enhancing support, coaching, and communication. The goal of this initiative should result in open reflective dialogue between teachers and administrators around teaching and learning focused on increased student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
4	Vision 2020 Funding In collaboration with the Business Manager, Leadership Team, School Committee, and Town Officials, establish a funding plan to support the V2020 math program recommendation to be successfully incorporated into the FY 2016 budget proposal for the HPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/>

5	Effectively Implement a Comprehensive Communications Strategy to Promote HPS Accomplishments and Opportunities for Community Participation in Student Activities and Events In collaboration with the Office of Family and Community Engagement (FACE), our Technology Team, and Administrators, we will 1) develop and implement a collaborative communication platform and public relations strategy to promote HPS accomplishments to the broader community and increase awareness of HPS events, and 2) increase opportunities for community involvement with our schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>
6	ALICE Training and Implementation In collaboration with the Hanover Police Department, District Security Liaison, and Leadership Team, we will train all HPS staff through direct instruction and active participant training on response strategies to critical incidents such as a school shooter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> X	<input type="checkbox"/>

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,			X	

educator effectiveness, and student learning.			
Overall Rating for Standard I (Circle 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: Mr. Ferron has implemented collaborative and sustainable strategic objectives and focused initiatives to ensure continuous improvement. It is expected that he will validate that all instructional staff implement standards- based units that engage all students and that the data on assessments will serve to enhance curriculum and instruction assess K-12

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
<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 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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: One of Mr. Ferron's strengths is recognizing talent and utilizing individual strengths to the advantage of the district. This is reflected in operational efficiencies and resource management that have been achieved with his personnel appointments. Mr. Ferron has appointed the most qualified candidates for leadership positions, who not only have the professional skill set, but are also collaborative. He has assembled a strong leadership team that has helped to facilitate a palpable positive change in the morale and culture within HPS. Several new hires in key positions enriched his leadership team; including the appointment of a new Business Manager, High School Principal, Middle School Principal, Middle School Special Education Administrator and an Elementary School Principal. Interview committees played an active role in all but the High School Principal appointment, which was an internal appointment and has proven to be an excellent decision.

Mr. Ferron demonstrates a commitment to collaborative budget development and communication on financial and educational objectives. During the course of FY '15, a high level of transparency was maintained regarding the creation of the FY '16 budget as well as maintenance of the FY '15 budget. Through collaborative relationship building, he created an excellent rapport with the leadership from the Town of Hanover including the Town Manager, Town Finance Director, the Selectmen, and the Town Advisory Board. The School Committee and community were kept informed on the progress of the FY '15 budget throughout the year. Further, the School Committee was kept informed and updated on the development of the Vision 2020 project budget and timeline. Budget analyses and monitoring reports are now routinely distributed monthly. The district successfully obtained the entire requested operating FY'16 budget. An area to be considered for advanced professional development in the future is "Public Finance Law".

Examples of evidence superintendent might provide:

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>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.</p>				X
<p>III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p>				X
<p>III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p>				X
<p>III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.</p>			X	
<p>Overall Rating for Standard III (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: Mr. Ferron has demonstrated a true connection with our families and community that has built bridges and trust with our families. This quality has brought a much needed improvement in District culture and it has not gone unrecognized. Mr. Ferron has fostered an environment that encourages collaboration with all stakeholders of HPS, including staff members, the School Committee, parents, town leaders, and the general community at-large. He makes his presence known in the community and frequently attends after school activities such as sporting events, theatrical productions, award ceremonies and other demonstrations of learning such as science fairs. He also effectively listens to stakeholder concerns and takes appropriate actions where necessary. For example, he led an effort to reorganize the Kindergarten program, to the benefit of all Kindergarten students, and instituted a family cap and general reduction related to athletic user fees.

Examples of evidence superintendent might provide:

- ☐ 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 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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis : Mr. Ferron is committed to high standards. He negotiated 10 more minutes of instructional time so the students of Hanover would have more time with the new math curriculum. He demonstrates leadership qualities resulting in high standards for the students. Mr. Ferron excels at developing and maintaining a professional culture. HPS has become an “exciting place to teach and learn” under his leadership. This is evident in the manner in which teachers, administrators, and students give positive feedback about their

experiences in HPS. Mr. Ferron increased collaboration between the Hanover Public Schools and the Hanover Police Department. A Safety and Security Committee was established and a *Memorandum of Understanding* was created with the Hanover Police Dept. In addition after successfully working with the Hanover Police Department, Town Manager, School Committee, Selectmen, and Advisory Board the Hanover Community supported and fund a School Resource Officer for the Hanover Public Schools beginning in September 2015. Mr. Ferron demonstrated his exemplary communications skills and shared vision with his administration team by conducting weekly administration team meetings during the course of the year. This is a recommended continued practice for the future so that all stakeholders continue to be included in district planning and development.

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: _____

Appendix A. School Committee Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.
2. Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.¹
3. **School committee chair.** Oversee the superintendent evaluation process and ensure that all steps in the process are conducted effectively and with integrity.
4. Identify the superintendent's strengths and areas for improvement and make recommendations for improvement.
5. Ensure that the goals and actions detailed in the Superintendent's Annual Plan are:
 - a. Challenging
 - b. Measurable
 - c. Focused on high-priority needs of the district's students
6. **School committee chair.** Lead the mid-cycle goals review meeting and end-of-cycle summative evaluation meeting.
7. Ensure that the End-of-Cycle Summative Evaluation Report contains accurate information and appropriately reflects the superintendent's individual performance.

Appendix B. Superintendent Responsibilities

1. Know and understand the rubric that describes the Standards and Indicators of Effective Superintendent Leadership.
2. Participate in on-line or in-person training to strengthen capacity to implement the Massachusetts Model System for Superintendent Evaluation effectively and with integrity.
3. Prepare for the goal setting and plan development meeting with the school committee:
 - a. Complete a self-assessment of practice using the rubric.
 - b. Analyze data on student learning, growth, and achievement.
 - c. Analyze student and staff data, where available.¹
 - d. Assess district and school progress, strengths, and areas in need of improvement.
 - e. Seek input from the administrative team and others, as appropriate.
 - f. Draft three to six goals ("SMART"),² each with key strategies, timelines, and benchmarks of progress:
 - At least one goal to improve student learning
 - At least one goal to improve his or her own professional practice
 - Goals for district improvement
4. Meet with the school committee to discuss the professional practice and student learning goals you are proposing. Collaborate with the school committee to identify district improvement goals. Accept revisions determined by the school committee.
5. Implement the plan's goals, and gather data, artifacts, and other evidence that demonstrates performance in relation to the Standards, progress in attaining the goals, and impact on student learning.
6. Prepare a mid-cycle report on progress on the goals and present it to the school committee.
7. Prepare an end-of-cycle report on progress on the goals and performance on the Standards.
8. Participate actively in the end-of-cycle evaluation meeting.

Appendix C. Step-by-Step—Conducting the End-of-Cycle Summative Evaluation

Step 1: Individual members assess goal attainment. First, each committee member reviews the superintendent's End-of-Cycle Progress Report and other relevant evidence to make an individual determination of the progress the superintendent has made on the goals detailed in the plan. Progress toward each goal is described as:

- Did Not Meet
- Some Progress
- Significant Progress
- Met
- Exceeded

Step 2: Individual members rate performance against the Standards. Next, each member renders a judgment about the superintendent's performance against each Standard, rating it:

- Unsatisfactory
- Needs Improvement
- Proficient
- Exemplary

To reach a judgment on each standard, the committee member assesses performance against each of the 10 agreed upon indicators, taking into account, at a minimum, the progress on the goals most directly related to each standard. A rating of *Proficient* represents fully satisfactory performance. A rating of *Exemplary* is reserved for performance that exceeds *Proficient* and represents a regional or state model. For new superintendents, a rating of *Needs Improvement* should be seen as developing, reflecting the judgment that the new superintendent's performance on this indicator or standard is on track to becoming *Proficient* within three years.

A primary purpose of the five-step evaluation cycle is continuous improvement. Thoughtful feedback is important for continuous improvement. Committee members should support their ratings with written comments, citing the evidence they found most compelling as they decided on ratings. Although written comments are encouraged for all ratings, they are essential when ratings point to *Exemplary* or less-than-*Proficient* performance.

Step 3: Individual members rate overall performance. Third, each member renders a single overall summative judgment of the superintendent's performance based on performance against each of the four Standards and attainment of the goals detailed in the Superintendent's Annual Plan. As with each standard, the overall rating is one of four: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*. Again, the high standard for a rating of *Proficient* and the even higher standard for a rating of *Exemplary* prevail. As in Step 2, ratings of *Exemplary*, *Unsatisfactory* or *Needs Improvement* should be accompanied by written comments explaining the rationale and evidence for the rating.

Step 4: Individual members rate impact on student learning. Finally, based on trends and patterns on district-determined measures of student learning, MCAS Student Growth Percentile, and Massachusetts English Proficiency Assessment (MEPA) gain scores (when available), each member renders an individual judgment of the superintendent's impact on student learning.

Step 5: The chair compiles individual ratings and drafts summative evaluation. The chair, or designee, compiles the individual ratings and drafts the End-of-Cycle Summative Evaluation Report to present to the superintendent and school committee in advance of a public meeting. When compiling individual members' evaluation reports, the chair is encouraged to consider discounting individual End-of-Cycle Summative Evaluation Reports that rate the superintendent's performance as *Unsatisfactory*, *Needs Improvement* or *Exemplary* without written comments that explain the rating. Please note that both the individual and committee evaluations are public documents under Massachusetts law.¹

Step 6: Committee discusses and adopts End-of-Cycle Summative Evaluation Report. At a public meeting of the school committee at which the superintendent is present, committee members review the draft, discuss proposed revisions, and adopt a final End-of-Cycle Summative Evaluation Report that is subsequently placed in the superintendent's personnel file.

¹