

Summative Evaluation Plan: Final
Superintendent Evaluation Process for FY 2016
March 21, 2016

Final steps required for the Summative Evaluation:

1. School Committee members approve the plan for Superintendent's evaluation.
2. Distribution of electronic workbooks, the Superintendent's self evaluation, and FY 2016 goals update will be distributed to the Committee on Wednesday, March 23rd.
3. Individual evaluations sent to the Chairman by Friday, April 1st for summative evaluation compilation.
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 and Superintendent on Monday, April 4th.
5. At the April 6th School Committee meeting, the Committee will discuss the draft summative evaluation.
6. Revisions to the draft summative evaluation will take place April 7th through April 24th. A final draft of the summative evaluation will be shared with the Committee on Monday, April 25th.
7. Final discussion and vote to approve the summative evaluation will be at the April 27th School Committee meeting (last meeting of this full Committee). The final document and each member's individual evaluation document will be a public record.

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. Observations & 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

Evaluators: John Geary, Chairperson

Ruth Lynch, Vice Chairperson

Michael Phillips, Member

Kimberly Booker, Member

Elizabeth Corbo, Member

Name

Signature

Date

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
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

High

X

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 and his entire leadership team have created a culture in the Hanover Public Schools (HPS) that includes accountability, responsiveness, and a high level of positive energy promoting an exciting learning environment for our students and a rewarding place for our staff to work. He has improved the collaboration between the HPS and Town leaders, the Hanover Teachers Association (HTA), and the community stakeholders. His transparent style of communication has promoted a sense of trust and respect with all parties. He has a proven track record to meet all district goals and maintain a high standard of accountability. The *NSIP Superintendent Leadership Skills Survey* was completed anonymously by central office administrators, principals and curriculum directors, and results were tallied by a 3rd party. Some of the comments that were highlighted from this survey are as follows:

"He has the respect of the entire district" ... "He likes to get people involved to do the work"... "He never fails to give credit where credit is due and creates opportunities for people to be successful"... "Hanover is fortunate"... "He has created an environment where we all share in the work and work as a team".

In this past year, Mr. Ferron has taken on numerous challenges with great success, including the Vision 2020 implementation, onboarding new district leaders, and managing the approval process for a comprehensive operating budget. In addition, Mr. Ferron worked tirelessly with Hanover Town officials and members of the Building Committee to prepare a complete proposal for a new building expansion and a district restructuring to the Massachusetts School Building Authority (MSBA). Mr. Ferron played a critical role developing plans and organizing a group to carefully study and develop a strategy for educational excellence in the Hanover elementary schools.

Collectively, we are very satisfied with Mr. Ferron's progress and performance as the Superintendent of Hanover Public Schools, and we look forward to continue working with him for many years to come.

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	To Participate in Meaningful Professional Development Opportunities Will complete year three of the Superintendent Induction Program, attend financial seminars alongside the Business Manager, and serve as a mentor for a current administrator pursuing his superintendent license.	•	•	•	x	•
Student Learning						
2	To Successfully Implement Vision2020 In collaboration with district administrators, the V2020 Team, and the Technology Department; 1) the Envisions program (K-5) and CMP3 (6-8) will be fully implemented and evaluated throughout the school year, and 2) K-8 teachers will receive training on strategies and techniques to effectively utilize the new interactive technology to support and improve instruction.	•	•	•	•	x
District Improvement						
3	To Support Leadership Development and Succession Planning In collaboration with the Leadership Team, we will; 1) Identify and encourage potential leadership candidates (teachers) to participate in training, committee work, and faculty led PD sessions, and 2) Create opportunities for current administrators to increase their capacity as leaders in order to best prepare the district for continuity of progress should turnover occur at the administrative level.	•	•	•	x	•
4	To Reduce Reliance on Free Cash for Operational Expenses In collaboration with the Business Manager, Leadership Team, School Committee, and Town Officials/Committees, we will identify, develop, and act upon opportunities to incrementally reduce HPS reliance on Free Cash by 10% (\$50,000 for FY '17) that has been required to fund recurring special education tuition expenses.	•	•	•	x	•

5	<p>To Fully Implement a District Wide Performing Arts Program for All Students K-12</p> <p>In collaboration with the Office of Family and Community Engagement (FACE), parents, community supporters, and administrators, we will; 1) Creatively “brand” the district performing arts program to provide a unified identity, 2) Centralize all operational and financial management of the performing arts program under the FACE Office, and 3) Offer all students the opportunity to participate in well resourced theatrical productions (in multiple capacities) at each school.</p>	•	•	•	X	•
6	<p>To Successfully Integrate the School Resource Officer into the Operations and Culture of HPS</p> <p>In collaboration with the Hanover Police Department and Leadership Team, we will effectively integrate the School Resource Officer (SRO) into the daily routine of the HPS and utilize the expertise of the SRO (and the HPD) to further support our staff and students in all school safety and security initiatives.</p>	•	•	•	•	X

Superintendent's Performance Rating for Standard I: Instructional Leadership

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 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:

- Opportunities exist for teachers to evaluate progress, analyze data, and solicit feedback during scheduled Professional Development (PD) and Professional Learning Communities (PLCs). Evaluators have been trained to ensure effective supervision of all staff in alignment with state regulations. All evaluators have presented their approach to evaluations and their process for improving instruction.
- In 2012, Hanover was classified as a Level 1 district and in 2015 Hanover was classified as a Level 2 district. One area that affects this change is whether or not students with disabilities and students with high needs meet their goals. Collectively as a percentage, this group's metrics are not meeting their goals. We understand that these data metrics are variable year to year based on the number of students taking the test and the number of students that "opt out" of testing. However, the individual students are showing year after year progress toward their individual goals. The Committee would like for Mr. Ferron

and his administrative team to continually monitor these data sets to ensure that the students are working toward their goals year after year and making improvements when possible. Please consider a future plan that continues to support the curriculum for these students to improve learning.

3. Over the past 3 years, Mr. Ferron has hired new members to the administrative team. It is imperative that the new members and old members of the entire HPS staff are utilizing their skill sets and professional abilities to move HPS in a positive educational direction with measurable results.
4. The deployment of Vision 2020 in 2015-2016 was seamless and Mr. Ferron instructed all of the administrators and staff responsible for the roll out of this educational plan to speak the “same language” during the delivery of this curriculum to educators, students, and parents. It has been embraced by all because of Mr. Ferron’s clear and succinct direction. The technology and the funding needed to support V2020 were transparent with the Town and Town officials allowing all aspects of V2020 to be approved by all stakeholders.

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

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

	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.				<input checked="" type="checkbox"/>
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.				<input checked="" type="checkbox"/>
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.			<input checked="" type="checkbox"/>	
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.			<input checked="" type="checkbox"/>	
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.				<input checked="" type="checkbox"/>

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:

- Mr. Ferron has built a professional administrative team that continually demonstrates innovative ideas and concrete action plans for executing the ideas in the district.
- Mr. Ferron has demonstrated a collaborative and transparent approach in negotiations with HPS labor unions, allowing HPS to better project and control budget variables.
- Mr. Ferron successfully managed the HPS budget in 2015-2016 to allow for funding to support an additional reading specialist.
- Mr. Ferron demonstrates a style of open communication with the Town Manager of Hanover regarding Chapter 70 funding, and he consistently informs the School Committee on budget planning (quarterly) and spending (monthly). This transparency with the Committee, community, and Town leaders allowed for a proposed FY'17 operating budget request to be considered at the entire amount requested. The FY'17 operating budget was presented to Town Selectman, Town Advisory Committee, and School Committee and endorsed unanimously by all parties.

5. Mr. Ferron was able to project a reduction of \$50,000 (10% reduction) in Town funding for special education by properly managing Circuit Breaker funds for FY'17.
6. Mr. Ferron, in conjunction with Hanover Police Department (HPD), successfully implemented a new School Resource Officer (SRO) in 2015-2016. Direct communication from staff members and the Hanover Police Chief validated this success during a public meeting presentation where data metrics were shared and action plans were presented and updated.
7. Please consider a plan for how the growth of our technology department will interact with the Town of Hanover departments and how this plan will relate to Town Budget and school department capital expenses.
8. In 2015-2016, the Center/Sylvester Building Project moved through Modules 2 and 3, which require significant amounts of documentation and paperwork. By way of example, at least 3 submissions from the School to the Massachusetts School Building Authority (MSBA) were hundreds of pages. Facilitating these submissions was Mr. Ferron's responsibility to ensure a timely and quality work product that was well received by the MSBA. In addition to providing extensive documentation, Mr. Ferron was required to attend numerous meetings with Town officials, project management, architects, and the MSBA that required a significant investment of his time, even outside normal work hours. He participated in several educational visioning seminars. Mr. Ferron also worked to create a groundswell of support from within the schools for this project, by including staff in visioning and soliciting staff feedback and ideas for the project. He was also tested with vetting the possibility of elementary school reconfiguration during the Center/Sylvester School Building Project. Mr. Ferron gathered information and opinions from stakeholders before making an informed recommendation to the School Committee for final vote and approval. Mr. Ferron's professionalism, hard work, and dedication allowed the Building Project to advance forward to Module 4.

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 (Circle 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:

1. Mr. Ferron's greatest strength is that he continues to engage the community and families in meaningful ways. His attendance at school events, as well as his sensitivity to the needs of parents and the community, is consistent and professional.
2. Mr. Ferron and the Office of Family and Community Engagement (FACE) have executed a successful business plan for a self-funding department that continues to offer exceptional extracurricular activities for Hanover students and families. His plan incorporates the funding for all capital expenses for the FACE program.
3. Mr. Ferron has developed strong community relationships via his attendance and support for community/town holiday parties, sporting events, senior citizen events, etc.
4. Mr. Ferron and the Athletic Department have increased attendance at sporting events by utilizing social media as well as local business support. HHS athletic fees have decreased by 25% and multi-student family spending caps have been implemented.

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

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

	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.				<input checked="" type="checkbox"/>
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.			<input checked="" type="checkbox"/>	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				<input checked="" type="checkbox"/>
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.			<input checked="" type="checkbox"/>	
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.				<input checked="" type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			<input checked="" type="checkbox"/>	

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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

- Mr. Ferron's dynamic management style has fostered a workplace based on mutual respect. He strives for a collaborative workplace. Mr. Ferron should continue to engage his administrators, encourage them to share their ideas for the district, listen meaningfully, and allow his administrators to be leaders as well. Annual updates about leadership participation are encouraged.
- Mr. Ferron's written and verbal communications are highly effective and one of his greatest strengths. His monthly district updates are welcomed and appreciated by the School Committee and staff.

3. Mr. Ferron provides open channels for parents, students, and community members to promote two directional communication. i.e. HPS website, social media, email, Community Access TV and local newspapers.
4. All of Mr. Ferron's continuous District Learning Objectives are on track or have been met to date.

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.²
 - 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”),³ 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.

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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.⁴

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.