



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

Community Engagement

4	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. 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.			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: Mr. Ferron and the admin team identified vocabulary acquisition as an area that needed improvement. To find a solution to this problem and to actively search for new solutions, Mr. Ferron implemented the professional development (PD) tools of *Instructional Rounds*, *Professional Learning Communities* and *EdCamp*. These tools and strategies have been an innovative approach to capturing data that allows administration to tailor the curriculum to the student's needs. *Instructional Rounds* also allow for teachers to view, understand and learn from their colleagues. The assessment data and the target strategies for student performance are regularly shared with the School Committee. In addition to improving the PD in Hanover Public Schools, the committee recognized the remarkable progress enhancing the program of studies at the High School. The committee recommends that similar emphasis on program of studies is deployed at the middle school as well, in future years.

Examples of evidence superintendent might provide:

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|--|---|---|
| ☐ Goals progress report | ☐ Sample of district and school improvement plans and progress reports | ☐ Report on educator practice and student learning goals |
| ☐ Analysis of classroom walk-through data | ☐ Analysis of staff evaluation data | ☐ Student achievement data |
| ☐ Analysis of district assessment 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 (Circle/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: For the 4th consecutive year, the Hanover Public Schools (HPS) level serviced operating budget was approved by both the Board of Selectmen and Advisory Committee. This is due to Mr. Ferron's collaborative and transparent approach to the budget development process. Mr. Ferron has a thorough understanding of local politics and is capable of communicating any political issues as they relate to district educational and financial objectives to school staff and community members in a manner that is pragmatic and positive. Mr. Ferron continues to explore opportunities for funding as it relates to district technology staffing and hardware needs and a Town Meeting warrant article for technology capital expenses was approved at the 2016 Town Meeting and will be presented again in 2017 for approval. The committee commends Mr. Ferron for his work with the Hanover Police Dept. and the successful implementation of funding for our School Resource Officer. The committee projects an ongoing increase in Special Education expenses and recommends that Mr. Ferron monitors the special education cost and expenses to maintain budget efficient processes.

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
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/highlight 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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: Mr. Ferron's community outreach allows for all stakeholders to contribute to the dialogue and creates a collaborative working environment. His communication process was key in securing support for the Center School Building Project (CSBP). Mr. Ferron was present at all of the CSBP subcommittee meetings to effectively answer any public comments. On January 4th the School Committee unanimously voted to approve a Special Education subcommittee, since that vote, Mr. Ferron has successfully implemented a subcommittee for Special Education subcommittee to increase communication between all departments and the SEPAC. Mr. Ferron has the necessary awareness to identify the community needs for scheduling and was instrumental in adding the school inclusion week to the district calendar in 2017/18. The district calendar should be monitored carefully to try to avoid scheduling conflicts with special events. In addition, Mr. Ferron has successfully networked with local businesses to solicit support for Hanover Athletic Programs and the FACE Office.

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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis: Mr. Ferron has successfully managed the approved (2016 Town Meeting Vote) Center School Building project with the assistance of the CSBP subcommittee and town officials. Now that 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 and developing operational requirements. Mr. Ferron has also successfully started the process to establish an Innovation Team ("Academy Model") to explore opportunities at the Hanover High School to develop and enhance the learning opportunities for Hanover High School students. The School Committee has received two update reports on progress since Sept 2016. This goal, once fully executed, will deliver a new level of achievement for all of our Hanover High School students that are pursuing a personalized education experience and help advance their progress toward post graduate educational opportunities.

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: Mr. Ferron has demonstrated a commitment to advancing student achievement by working with his administration team to foster high standards across the entire district. He has developed an educational environment that is transparent, collaborative, and demanding. As a result of his leadership, the administration team has established standards and expectations that focus on improved student learning in a safe environment. His tireless dedication to district goals shows his professional devotion to the students of Hanover and earns him both an exemplary overall rating and a “high” score for student learning and achievement.

Superintendent:	Matthew A. Ferron		
Evaluator:	John Geary		
	Name	Signature	Date
Evaluator:	Ruth Lynch		
	Name	Signature	Date

Evaluator:	Kimberly Booker		
	Name	Signature	Date
Evaluator:	Elizabeth Corbo		
	Name	Signature	Date
Evaluator:	Leah Miller		
	Name	Signature	Date