

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

Matthew A. Ferron

John Geary

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William Marriner

7/29/15

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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	

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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"/>	<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"/>	<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:

- ☐ 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.			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.

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'16budget. An area to be considered for advanced professional development in the future is "Public Finance Law".

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

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 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 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:

☐ 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.			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: _____