

Hanover School District
Superintendent Evaluation 2013-2014



Hanover Public Schools

*188 Broadway
Hanover, MA 02339*



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1.0 Parties Involved:

- Superintendent – Mr. Matthew Ferron
- School Committee Chairman -William Marriner
- School Committee Vice Chair – John Geary
- School Committee Member – Michael Phillips
- School Committee Member – Ruth Lynch
- School Committee Member – Kimberly Booker

2.0 Dates

- Aug 15th : Superintendents Self Evaluation due to school committee
- Aug 18th : First Drafts of individual evaluations due to Chairman
- Aug 27th : School Committee meeting to discuss summative evaluation
- Sept 5th : School Committee revision of evaluation
- Sept 10th : Final delivery/presentation of evaluation

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3.0 Executive Summary

The School Year 2013-2014 was one of transition. Mr. Ferron assumed the position of superintendent and has established himself as the leader for our community and an advocate for education in the Town of Hanover. The summative review process has two parts as defined under the evaluation rubric laid out by the Massachusetts Department of Elementary and Secondary Education (DESE). The first section is an assessment of progress on district specific goals developed in collaboration with the school committee and the administrative team. The section 1 goals are divided into three parts:

1. Professional Practice Goal(s)
2. Student Learning Goal(s)
3. District Improvement Goal(s)

The Section 2 component of the review is a four-part evaluation of the superintendent and his management team in four categories:

1. Standard I: Instructional Leadership
2. Standard II: Management and Operations
3. Section III: Family and Community Engagement
4. Section IV: Professional Culture

This is the first year for the Hanover School District and School Committee Members in applying this platform toward review of the districts performance and the performance of the superintendent. It is also a review of a first year superintendent which creates certain prescriptive components to the process. In section I, the goals were established early on in the fall of 2013. Section II is a matrix of review that the state established and was introduced to the School Committee members three weeks ago. Mr. Ferron and his team were asked to provide a self-evaluation of the year as it related to these criteria and from there each member independently worked to assess the strengths and opportunities for growth for Mr. Ferron and the school district by providing grades in each of the categories and writing summary comments, analysis and recommendations which are all included in this report.

I would like to thank all the members of the School Committee for their thoroughness and diligence in this process. It is a great deal of information to process and, without exception; each member provided thoughtful and constructive commentary to support their evaluations. What follows is the detailed evaluation.

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4.0 Section 1 Scoring:

Superintendent's Performance Assessment on Goal							
			Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
		value	1	2	3	4	5
Goal 1	Professional Practice Goals	Average =3.8	0	0	1	4	0
	Kimberly Booker				x		
	Mike Phillips					x	
	Ruth Lynch					x	
	John Geary					x	
	Will Marriner					x	
	value		1	2	3	4	5
Goal 2	Student Learning Goals	Average =4	0	0	2	1	2
	Kimberly Booker				x		
	Mike Phillips						x
	Ruth Lynch				x		
	John Geary						x
	Will Marriner					x	
	value		1	2	3	4	5
Goal 3	District Improvement Goals	Average =3.2	0	0	4	1	0
	Kimberly Booker				x		
	Mike Phillips				x		
	Ruth Lynch					x	
	John Geary				x		
	Will Marriner				x		

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4.1 Section 1 Collaborative Comments:

Goal #1: New Superintendent Induction Program : As a whole, the committee agreed that Mr. Ferron met this goal well in completing the course and through his efforts to establish himself as a leader in our community.

Goal #2: Maintain Momentum during Entry : Mr. Ferron in our opinion succeeded in this endeavor and did so by establishing a strong and positive management team with existing staff and with the hire of new professionals to support the needs of our students. The momentum is seen in the continued drive to develop new program offerings (See full day kindergarten), clear, collaborative and effective development of the budget and advocacy of that budget within the town for its approval. Continuing this energy and clear direction into the second year will be the mandate for Mr. Ferron and his team in their efforts to maintain focus on curriculum development and delivery and improving academic success for all of our students.

Goal #3: Effective Entry and Direction Setting: The committee landed favorably this goal seeing “Significant Progress”. His entrance into the district was smooth and efficient. He quickly established a presence in the district and worked to develop positive and constructive relationships throughout the town. He invested himself in the understanding of Hanover and its character and expectations while establishing a strong positive leadership of the school system. The descriptors used by member to describe this first year are: “strong management skills and the ability to lead the district through a year of significant transition”..., “Highly commended for creating an educational culture and climate that is collaborative, transparent and caring”..., “He respects the community and is willing to involve them in his role as superintendent”..., “Diligent in bringing together a strong leadership team that is energizing and well respected”.

The transition and the maintenance of the drive toward educational excellence were well received in the first year. Like any relationship, this must be maintained and built upon to proceed with the primary task of educating and building the character of our students. In addition, a continued effort on developing methods of data mining to provide careful analysis of the progress of district in order to determine growth. Developing long term goals and strategies with measureable outcomes is a fiscal priority as well as the utilization of “Soft Right”.

Additional Comments (Mike Phillips):

I have been impressed with Mr. Ferron’s performance during his first year as superintendent of the Hanover Public School District. Although I have only been a member of the School Committee for 1 year, I have observed Mr. Ferron’s strong management skills and his ability to lead the district through a year of significant transition. He has been very diligent in bringing together an extremely strong leadership team that is energizing and well respected. Through my own experiences and through discussions with various stakeholders, I have observed a palpable change in the morale of the staff and a genuine enthusiasm for the future of the District. Mr. Ferron also led the District through a challenging budget process, which was made more difficult as a result of gaps in certain leadership positions, and implemented a process that was transparent and gained the support of the community.

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I believe FY 15 presents an opportunity for a renewed focus on the overall goals and objectives of the District, with a focus on continuous curriculum improvement and the implementation of consistent and measureable mechanisms to measure student achievement and progress. I recognize that Mr. Ferron is a new superintendent and will need to leverage his mentors and leadership team as he builds his skill sets as a superintendent, but I believe he has made significant progress for our District in his first year. There are many challenges ahead for our District and I look forward to working with Mr. Ferron and his leadership team in the coming years.

Additional Comments (John Geary):

Mr. Ferron has made several personnel changes in the district. The score of "80" in Standard 2-B should continue to be a highlighted factor in 2015 Evaluation to determine the success of the hiring changes. Overall, Mr. Ferron has made significant improvements in the HPS during his 1st year as Superintendent. He has demonstrated tremendous leadership and has identified and empowered the other leaders in the district to move HPS to the next level of education. His commitment to his daily responsibility has been unwavering and his work ethic is exceptional. He has demonstrated excellent communication skills with the leadership team, teachers, board members and the community. He was faced with several unforeseen challenges this year that were not education related and he managed each challenge professionally and productively. Mr. Ferron, also has developed business relationships with town administrators and has built an element of trust, in a short period of time that has been missing for several years. Due to Mr. Ferron's leadership skills, the school dept is now working collaboratively with other departments in the town. This shows how Mr. Ferron has embraced his role in Hanover as more than simply a school superintendent, but a true leader in the community.

Additional Comments (Ruth Lynch):

Mr. Ferron is to be highly commended for creating an educational culture and climate that is collaborative, transparent, and caring. He serves as a committed, involved and passionate superintendent, even while dealing with several difficult and demanding issues. He handled them with sensibility and honesty. Even though he had little control as these challenging issues developed, Mr. Ferron demonstrated a high standard of leadership that is to be commended. His example served as a model to others of commitment and dedication. It is evident to the staff and the community that he has maintained a high visibility presence in schools and at various events and at numerous community activities.

During a short period of time he has implemented the new evaluation system which will enhance the delivery of quality education in the district.

He is a thorough and professional recruiter of new staff and several new hires in key positions will enhance his leadership team. His thorough planning has resulted in the implementation of a full-day kindergarten program this fall. He has established a Professional Development Committee thus improving the professional development opportunities for staff.

The newly created "Vision 2020" team currently focuses on the mathematics alignment in the elementary schools. It is the hope and expectation that such a team will collaborate to align all disciples

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throughout the district and establish clear standards of multiple assessments and data analysis to improve student learning.

His warm and friendly demeanor is complemented by his highly effective communication skills.

During his first year as a superintendent is has worked tirelessly to create and foster a new culture of mutual respect among all constituents. Mr. Ferron is well underway in achieving the goal of insuring that Hanover Public Schools will become an outstanding district for all students.

Additional Comments (Kimberly Booker):

Matthew Ferron has been superintendent for one year at the Hanover Public Schools; he is an engaged and enthusiastic leader for Hanover. He shows strong support for the teachers. He respects the community and is willing to involve them in his role as superintendent.

During his first year there were several welcome changes to the school system including the addition of full day kindergarten, aligning the curriculums at the elementary schools, and capitalizing on time to provide professional development for the teachers.

Under his leadership, Hanover engaged in a pilot program for PARCC for the 2013-2014 school year. For the upcoming year, Hanover has moved forward to start the PARCC testing. There are some concerns on implementing this program and he will need to look at what technology is available to meet this testing requirements. There have been major changes at Hanover. Stability in the schools is important and any further administrative changes should be minimized,

unless good cause is shown. Further, if there are to be changes it is important to attract the best candidates. Hanover needs to show that it is an open hiring process, which includes forming a hiring committee that represents all the stakeholders of Hanover. Mr. Ferron is an active member of the community. He attended the town meeting. He has also reached out to community groups. He is well liked. He has great enthusiasm for Hanover and it shows!

Additional Comments (William Marriner):

The first year has been effective in implementing review of current curriculum and creating leadership groups with focus and skill sets that are well suited to the critical processes of Curriculum development and evaluation of the choices. The efforts to fully implement X2/Aspen and expand its utilization in data driven educational planning and development for each individual student are being implemented. Teacher Evaluation Structures have been implemented. Establishment of Full Day Kindergarten for the district is also significant achievement. Improvement in STEM and consistency of curriculum, as a whole, vertically and horizontally has been a focus of review and efforts to Establish equity, effective delivery to the student and consistent improvement in performance for all students that moves each student forward.

All efforts initiated should be continued with a focus on review of the Data developed with effective insight in to its meaning for Administrators, Teachers, Staff, all students, cohorts of students and grade levels. Immediacy of information and its capability to be effectively translated into improved curriculum delivery to the individual student should be of high priority. Professional development that relates to Data is critical at all levels. Professional development and support in teaching methods for all curriculums is critical to helping all teachers refine, develop and enhance their strength to deliver the curriculum to all students. Mr. Ferron, in his role as Superintendent, should continue to expand his knowledge base in the areas of curriculum and pedagogy so as to insure effective and well vetted decisions in this area.

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5.0 Section 2 : Explanation of Priorities for Assess Performance on Standards

This section has been placed into a grade base chart that seeks to represent the five opinions and their grade as a collective. It should also be noted that priority was placed to the following sub-categories for the purpose of this review period:

- I-D
- II-A, B, D, E
- III-B
- IV-A, C, E, F

This was not done to the exclusion of the other components of this matrix, but rather to provide focused discussion as it relates to the performance and requirements of the 2013-14 year.

In doing so, the numeric outcome seeks to demonstrate both areas of strength and opportunities for growth for Mr. Ferron as he moves forward into his second year as Superintendent. Please see attached matrix. As with all grading please see each of these components as points of discussion and opportunities for improvement.

2013/2014 Priority Matrix: (GREEN)

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

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Standard II		Unsatisfactory	Needs Improvement	Proficient	Exemplary	Average
		70	80	90	100	90
	Management and Operations					
	A. Environment					90
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	B. Human resources & Development					92
	Kimberly Booker			1		
	Mike Phillips				1	
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	C. Scheduling & Management Info Systems					90
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	D. Law, Ethics and Policies					90
	Kimberly Booker		1			
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary				1	
	Will Marriner			1		
	E. Fiscal Systems					88
	Kimberly Booker		1			
	Mike Phillips			1		
	Ruth Lynch				1	
	John Geary		1			
	Will Marriner			1		

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									Unsatisfactory	Needs Improvement	Proficient	Exemplary	Average
Standard III	Family and Community Engagement							70	80	90	100		89
	A: Engagement												88
	Kimberly Booker										1		
	Mike Philips										1		
	Ruth A. Lynch										1		
	John Geary										1		
	Will Marriner								1				
	B: Sharing Responsibility												90
	Kimberly Booker								0	1			
	Mike Philips										1		
	Ruth A. Lynch										1		
	John Geary										1		
	Will Marriner										1		
	C: Communication												88
	Kimberly Booker								0	1			
	Mike Philips										1		
	Ruth A. Lynch								1				
	John Geary											1	
	Will Marriner								1	0			
	D: Family Concerns												90
	Kimberly Booker											1	
	Mike Philips										1		
	Ruth A. Lynch										1		
	John Geary										1		
	Will Marriner								1				

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		Unsatisfactory	Needs Improvement	Proficient	Exemplary	Average
Standard IV	Professional Culture	70	80	90	100	90
	A. Commitment to High Standards					90
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	B. Cultural Proficiency					88
	Kimberly Booker		1			
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	C. Communication					94
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch				1	
	John Geary				1	
	Will Marriner			1		
	D. Continuous Learning					84
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch		1			
	John Geary		1			
	Will Marriner		1			
	E. Shared Vision					90
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch			1		
	John Geary			1		
	Will Marriner			1		
	F. Managing Conflict					94
	Kimberly Booker			1		
	Mike Phillips			1		
	Ruth Lynch				1	
	John Geary				1	
	Will Marriner			1		

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Overall Average Evaluation Score = 89.15

5.2 Section 2 : Comments:

Mike Phillips:

STANDARD 1: *Mr. Ferron and his leadership team effectively implemented the comprehensive new teacher evaluation process. This implementation was performed collaboratively with the teaching staff and implementation progress was consistently communicated to all stakeholders. During the coming year, I would like to see the District continue to improve and develop consistent methods to assess the impact of our curriculum and student achievement.*

STANDARD 2: *Mr. Ferron has worked proactively to build a very strong leadership team that is experienced, well-respected, and energizing. His process to build this team was very thoughtful and inclusive. Mr. Ferron clearly understands and ensures compliance with applicable regulatory mandates, District policies, and school committee policies. He also led the District through a challenging FY 15 budget process that was transparent and was able to gain the support of the community. With a new Business Manager now in place, in FY 15 I would like to see consistent updates for the School Committee and the community on our budget vs. actual results, as well as contemporaneous identification of any pending budget challenges or opportunities.*

STANDARD 3: *Mr. Ferron and his team have created an open door, collaborative environment that encourages input from community members. In particular, during his first year, I have observed Mr. Ferron's efforts to attend meetings held by numerous community organizations, spend time within each of the schools, and attend numerous other extra-curricular student activities such as sporting events, concerts and plays. He worked hard to have a noticeable presence in the community. During the coming year, I would like to see the District continue to improve and develop its direct communications with parents through the expanded use of Aspen and other communication mechanisms.*

STANDARD 4: *Mr. Ferron has demonstrated strong communications skills, both in his role as a leader for the entire District and staff, as well as establishing a very candid and open rapport with the school committee members. Mr. Ferron holds himself, his leadership team, and the entire staff to a high standard of excellence, and is very consistent with that theme. I believe FY 15 presents an opportunity for a renewed focus on the overall goals and shared vision of the District, working collaboratively with the District staff, community members, and the School Committee.*

John Geary:

STANDARD 1-E : *I would like to see more progress in 2015 with data informed decision making. for both district education goals as well as budget goals. The HPS Admin team should be prepared to inform the stakeholders of decisions based on both internal and external data, and projecting how the decisions will affect the future of the district.*

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STANDARD 2-E: *Moving forward, I would like to see Mr. Ferron challenge himself with a more proactive and comprehensive approach to the budget. Primarily looking for solutions for long term cost savings and efficiencies. Mr. Ferron will need to build a projection and forecast to the budget for 3-5 years into the future, and cite specific areas for improvement, cost savings, and potential revenue.*

STANDARD 4-D: *Under this same analysis, Mr. Ferron should also lead his admin team to have the same understanding for the budget and the long term plans for efficiencies and improvement.*

Ruth Lynch:

STANDARD 1: *Even though Mr. Ferron has developed collaborative and sustainable strategic objectives and focused initiatives to ensure continuous improvement, it is expected that he will ensure that all instructional staff implement standards- based units that will engage all students and that the data on assessments will serve to enhance curriculum, instruction, and assessment K-12. All staff should be held appropriately accountable for student achievement and must be supported to ensure success.*

STANDARD 2 : *Mr. Ferron has established and maintained a collaborative and mutually supportive relationship with the HTA and other union groups that has resolved multiple complex issues without any grievances. He has committed resources to address security and safety procedures. Mr. Fallon has demonstrated an ability to develop and present a budget with a very collaborative and transparent approach. He managed and provided leadership during the untimely dismissal of the Business Manager. He has established a Building Committee that works collaboratively with Town officials during this important venture.*

STANDARD 3: *Mr. Ferron has held and attended numerous community forums and events. “Everyone in town knows that the new Superintendent has arrived and is hard at work!” He has established a consistent, thorough and direct communication with all constituents.*

STANDARD 4: *Mr. Fallon has begun the process to improve collaboration and communication between schools and levels through professional development opportunities which will support effective alignment of curriculum, instructional practice and equitable educational experiences for all students and staff. It is expected that all staff members will reflect about their practice and use student data, current research, best theory and practice to continuously adapt practice and achieve improved results, including the SAT scores at the high school level. Mr. Fallon’s communication skills are to be commended as he is an approachable and articulate leader. He has worked tirelessly and effectively to establish and enhance highly collaborative relationships especially with the teacher’s union. All groups are committed to providing a high quality of learning for all students.*

Kimberly Booker:

STANDARD 1: *Mr. Ferron helped start a full day kindergarten program. He has also streamlined the preschool classes and aligned the two elementary school times and curriculums. Mr. Ferron will capitalize on the Tuesdays afternoons and add more professional development time for the staff.*

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In 2013- 2014 school year, Hanover engaged in a pilot program for PARCC. For the upcoming year, Hanover has moved forward to start the PARCC testing. There are some concerns on implementing this program and he will need to look at what technology is available to meet this testing requirements.

STANDARD 2 : Mr. Ferron has been on the forefront to make sure that the schools are run in a safe manner. He is working hard to make sure that the Sylvester school is repurposed and Center School addition takes place. He has also supported the increase budget of special education at town meeting. Although the school committee does not hire administrators with the exception of the Superintendent, Business Manager, and Director of Pupil Services, it does rely on the reports of the community members to evaluate the superintendent's hiring decisions.

The community involvement in hiring administrators is very important as it represents the areas that may sometimes be overlooked including special education. It is very important that there be a member of the Parent Advisory Council (PAC) represented on any hiring committees for principals. It is also important for parents to feel as though they are a part of the school culture and have a voice in the schools their children attend. Although there were community members on the hiring committee for several positions, the notable exception was hiring of the high school principal. There were some extenuating circumstances that lead to the hiring of the principal without a hiring committee, but this should be the exception and not the rule.

Matthew Ferron has done a good job of transitioning in his first year and has brought tremendous enthusiasm to the school, teachers and community.

STANDARD 3: Mr. Ferron is an active member of the community. He attended the town meeting. He has also reached out to community groups. He is well liked. He has great enthusiasm for Hanover and it shows! Mr. Ferron has been engaged in the Hanover community and has included members of the community to take part in decisions making for the schools. The hiring committee for the Cedar school principal included members of PAC and other community members from the Cedar district. Further, Mr. Ferron added another kindergarten class to the Center school program when it became apparent that there were equity issues for the class size. Mr. Ferron listened to the community's needs and responded appropriately.

STANDARD 4: Mr. Ferron has shown strong leadership in reaching out to the community. He is a strong supporter of the teachers

William Marriner:

STANDARD 1: The first year has been effective in implementing review of current curriculum and creating leadership groups with focus and skill sets that are well suited to the critical processes of Curriculum development and evaluation of the choices. The efforts to fully implement X2/Aspen and expand its utilization in data driven educational planning and development for each individual student are being implemented. Teacher Evaluation Structures have been implemented. Establishment of Full Day Kindergarten for the district is also significant achievement. Improvement in STEM and consistency of curriculum, as a whole, vertically and horizontally has been a focus of review and efforts to Establish equity, effective delivery to the student and consistent improvement in performance for all students that moves each student forward.

All efforts initiated should be continued with a focus on review of the Data developed with effective insight in to its meaning for Administrators, Teachers, Staff, all students, cohorts of students and grade levels. Immediacy of information and its capability to be effectively translated into improved curriculum delivery to the individual student should be of high priority. Professional development that

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relates to Data is critical at all levels. Professional development and support in teaching methods for all curriculums is critical to helping all teachers refine, develop and enhance their strength to deliver the curriculum to all students. Mr. Ferron, in his role as Superintendent, should continue to expand his knowledge base in the areas of curriculum and pedagogy so as to insure effective and well vetted decisions in this area.

STANDARD 2 : It has been a year of transition and with that came many changes in Leadership and staff, both foreseen and unexpected. Though the decisions were supported by the committee and the need for expediency in decision making on personnel decisions was involved in some cases, there was a lack of consistency and transparency. Going forward major decisions in administrative positions should be brought to search committee. At a minimum collaboration and information must be gathered from both the internal and external groups and organizational stakeholders within our School district so as to be certain of all of the issues that maybe impactful and to insure the long term success of the new hire. Financial operations within the district this year uncovered many data transfer areas and inconsistencies within the past methodology. It should also be noted that both historical analysis of financial information but also future projections must be clearly developed and vetted to provide clear information of the need, value/priority, short and long term cost. Information and the ability of the information to be maintained for consistent long term comparison and projection must be a priority. The quality of the information and its clarity is important to school committee as we are subject to turnover. Each new School Committee member, administrator, town official or stakeholder of the community should have the history and the information available to insure understanding of past decisions and provide continuity in future decisions. The full implementation of Softrite and delivery of budget projections will bring uniformity to the accounting of budget dollars. Does this system provide for the fiscal information needs and projections that we need to make informed decisions or do we still have to maintain secondary platforms?

STANDARD 3: Matt has been nothing if not Collaborative and open as we have moved through the year and all of the challenges that the district and he faced. Well Done.

STANDARD 4: This is the standard to which I feel Mr. Ferron has excelled. Exceptional Standards and communication of those standards throughout the district. Open discourse on the development and understanding of a Vision and the actions to achieve it. In managing change, I do not think it could have been done better.

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6.0 Conclusion

In all, I believe that the committee has presented a fair and comprehensive grade to the first year of Mr. Ferron's tenure here in Hanover. He has had a very positive impact on the culture and direction of the district, bringing energy, collaboration and transparency to this organization. He has effectively entered into the district and maintained momentum, despite some difficult and unforeseen challenges. He has utilized his excellent management skills and common sense approach to be an effective leader for the Hanover community.

Going forward, and in conjunction with the goal setting for the 2014-2015 school year, this review platform will hopefully give additional clear guidance to Mr. Ferron and the entire district staff on areas of strength and opportunities for improvement

Sincerely,

Will Marriner – Chair, Hanover School Committee

7.0 Superintendent Self Evaluations of Goals for 2013-2014

YEAR END UPDATE: August 8, 2014

Goal 1: Effective Entry and Direction Setting

By spring 2014, the district will have broad agreement from key school community representatives (School Committee, staff, families, community members) about (a) the district's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By the end of September, present to the school committee a written Entry Plan, including; (a) individuals and groups to be interviewed, (b) documents to be analyzed, (c) plan to visit schools and attendance of school events to engage staff and students, and (d) to assess district culture and the systems of support including financial management, human resources, and operations.
2. By the end of January, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.
3. By the end of March, collaborate with school committee to identify three to five student learning and district improvement goals. **ONGOING**
4. By the end of April, propose key strategies to improve student learning and other district systems of support related to the established goals. **ONGOING**
5. Secure stakeholder feedback about engagement, awareness, and commitment to the goals, initiatives, and support required for a long range strategic plan for the district. **ONGOING**

Year End Update: The high-level objectives presented to the SC on May 21st are the foundation for the strategy, measurable goals, and related initiatives. Our leadership team is actively working on this strategy and a comprehensive draft will be presented to the SC on August 27th. In addition, we have started to formalize a communications strategy that incorporates an efficient way to engage community, staff, and student feedback.

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Benchmarks

1. Presentations completed on schedule (process).
2. Feedback opportunities for school community representatives (meetings, surveys, etc.).
3. Goals adopted (process).

Goal 2: Maintaining Momentum during the Transition.

Keeping the district moving forward during this year's transition in leadership by working with principals and other district leaders to ensure that meaningful progress is made on critical district and school goals.

Key Actions:

1. By the end of November, complete with all principals and district administrators Steps 1 and 2 of the new Educator Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).
2. Conduct weekly leadership meetings with principals and central officers to evaluate progress on district initiatives and to ensure support for student success this year.
3. Conduct regular meetings with Business Manager and other administrators to effectively maximize resources in the current year budget and to develop a strategic, transparent, and sustainable budget for FY 2015.
4. By end of February, complete Formative Evaluation conferences with each principal and the district administrators the superintendent supervises.
5. Conduct multiple visits to each school per month to evaluate operational and instructional leadership and to maintain accountability to district goals and expectations.
6. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks:

1. Completed Educator Evaluation Plans (process).
2. Maintaining meetings schedules, ongoing one-on-one meetings with members of district leadership team.
3. Create a budget subcommittee to meet regularly during budget development to evaluate the process and help guide the format of information sharing with the broader community.
4. Consistent visits to each school. Accessibility to administrators, staff, and families during school visits and at school functions.
5. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of principal and district administrator goals (outcome).

YEAR END UPDATE: These targets were met. Debbie and I are wrapping up the administrator evaluations. We have found that working through this process in the summer for administrators allows for more reflection and meaningful work together.

Goal 3: (Professional Practice) New Superintendent Induction Program.

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Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program and earning at least Proficient ratings on each major assignment.

Key Actions:

1. Attend eight daylong sessions.
2. Complete all assignments.
3. Consult with my assigned coach at least monthly.

Benchmarks:

1. Calendar documents attendance and contact with coach (process).
2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

YEAR END UPDATE: This target was met. I am presently entering year 2 of the program. The off-site time commitment is reduced but there is still a significant amount of ongoing work and coaching. I was informed that the entry plan submitted to the SC and presented to the community this past fall is being used as a model and example of best practices for incoming, first year superintendents.

Leadership Team Accomplishments: YEAR END UPDATE

- Demonstrated commitment to collaborative budget development, transparency, and communication on financial and educational objectives. **STANDARD II, STANDARD III, STANDARD IV**
- Planning and implementation of full-day kindergarten for the 2014-2015 school -year. **STANDARD II, STANDARD III**
- Commitment in time, talent, and resources to address and improve district security and safety procedures. **STANDARD II**
- Overhauled the Administration building physical space (meeting rooms, reception area) and customer service practices and commitment. **STANDARD III, STANDARD IV**
- Consolidating schedule at elementary schools and Hanover Middle School. **STANDARD II and STANDARD III**
- Formalized an acceptance process, and worked to support, over \$130,000 in donations from parents, organizations, and other partners. **STANDARD II, STANDARD III, STANDARD IV**
- Held and attended multiple community forums: PAC presentations, Hanover Newcomers Club, full-day K, transportation issues, consolidated schedules, pre-school consolidation, social media, anti-bullying, etc. **STANDARD III**
- Established and maintained a trusting and collaborative relationship with Town Manager and all Department Heads. This partnership has been instrumental in securing budget resources, support for HPS Finance Office, and open communication on all issues. **STANDARD II, STANDARD III, STANDARD IV**
- Consistent, thorough, and open communication with the School Committee at meetings, in person, telephone and regular e-mail updates. Consistent posting of documents and materials for public review on the HPS website. Open door policy at all times. **STANDARD II, STANDARD III, STANDARD IV**
- Held fun staff and community events (holiday party, senior dinner, staff/student basketball game) with very high attendance. **STANDARD III**
- Formalized an Office of Family and Community Engagement (FACE). Increased enrichment opportunities for students at all levels. Created successful HMS athletics, re-instituted drama productions at all levels, and increased summer participation by 1/3. **STANDARD III**

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- Maintained a high visibility presence in schools, at school events, and at multiple community events.

STANDARD III

- Consolidating both elementary pre-school programs to provide opportunities for collaboration and growth for students, staff, and families. **STANDARD III**
- Increased and improved collaboration and communication between schools and levels through professional development opportunities to better support effective alignment of curriculum, instructional practice, and equitable educational experiences for students and staff. **STANDARD IV**
- Maintained a positive relationship with media outlets for the promotion of school system successes and effectively responding to challenges (M. Cox, HHS Graduation, etc.) **STANDARD II, STANDARD IV**
- Established and sustained a comprehensive and collaborative district wide Professional Development Committee that established major focus areas for current and future resource and time allocation. Surveyed all staff to learn about needs, ideas, and priorities. **STANDARD I, STANDARD IV**
- Collaborative and effective implementation of new educator evaluation system. **FY 2014 GOAL # 3**
- Met all DESE timelines for initiatives and mandates: PARCC, DDM's, Teacher Evaluation, etc.

STANDARD I, STANDARD II

- Completion of DESE Comprehensive Program Review of special education and civil rights along with responses and corrective action plan in process. Completion and corrective action completed on Title 1 grant audit. **STANDARD II**
- Through the PPS Office, worked to strengthen the relationship with the PAC with open communication and support for programs and ideas. **STANDARD III**

- District wide increase in Aspen accessibility for families and increased participation from teachers at all levels. Plan for full implementation in FY 2015. **STANDARD III**
- Re-establishment of district wide Wellness Committee focused on a comprehensive approach to physical and emotional health and safety. **STANDARD II, STANDARD III**
- Increased collaboration between HPS and the Hanover PD. Safety and Security Committee establishment of a MOU with HPD and ongoing training on improved emergency protocols (see report).

STANDARD II, STANDARD III, STANDARD IV

- Ongoing focus on improving school and district climate and culture issues through honest dialogue, communication, listening, and consistent support for staff and students. **STANDARD IV**
- Successfully managed challenging and ongoing legal issues in a comprehensive and professional manner. **STANDARD II**
- Established and maintained a collaborative and mutually supportive relationship with HTA leadership and other union groups that has resolved multiple complex issues without conflict (grievances or otherwise). **STANDARD II, STANDARD IV**
- Recruited and hired Cedar Principal, HHS Principal, Assistant Superintendent, Technology Director, STEM Director, Athletic Director, Middle School Asst. Principal(s), Business Manager, Network Administrator, and multiple teaching and support positions. **STANDARD II**
- Managed and provided leadership through the dismissal of Business Manager during key time in budget cycle and successfully closed year end books. **STANDARD II**
- Maintained high level of responsiveness to all constituencies without the support of an administrative assistant for the Superintendent's office. **STANDARD II**
- Developing collaborative and sustainable strategic objectives and focused initiatives to ensure continuous improvement, secure community confidence, and to support a vision for educational excellence for all students. **STANDARDS I, II, III, and IV**
- Created teams, established a philosophy, and developed processes for the solicitation, acceptance, and use of outside resources (fundraising, grants, and donations) to support and invest in educational opportunities for all students. **STANDARD II, STANDARD III**

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- Developed and sustained a collaborative and inclusive “Vision 2020” team focused on mathematics alignment, equity and excellence. Selected programs to pilot and implementing pilot programs in 2014. Consistent communication with school and community on needs and process to ensure integrity of the process and overall support. **STANDARD I, STANDARD IV**
- Developed and implemented (ongoing) an action plan to effectively correct findings from the DESE Comprehensive Program Review of special education and civil rights. **STANDARD I, STANDARD III, STANDARD IV**
- Establishment of Center/Sylvester Building Committee. Worked in collaboration with the Town Manager and community advocates to secure \$500,000 for the feasibility study. **STANDARD II, STANDARD III**
- Ongoing focus and demonstrated results on improving school and district climate and culture issues through honest dialogue, communication, listening, and consistent support for staff and students. **STANDARD IV**

8.0 Signatures

Sign _____ Date _____

William Marriner, Hanover School Committee Chairman

Sign _____ Date _____

John Geary, Hanover School Committee Vice Chairman

Sign _____ Date _____

Michael Phillips, Hanover School Committee Member

Sign _____ Date _____

Ruth Lynch, Hanover School Committee Member

Sign _____ Date _____

Kimberly Booker, Hanover School Committee Member

Sign _____ Date _____

Mr. Matthew Ferron, Hanover School District Superintendent