End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Matthew A. Ferron

Evaluator: Elizabeth Corbo

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.	Unsa tisfa ctory	Need s Impr ove ment	Profi cient	Exem ry
Standard I: Instructional Leadership			X	
Standard II: Management and Operations		X		
Standard III: Family and Community Engagement				X

Standard IV: Professional Culture		X	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	High

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:

Overall, the District is in a much better place than it was just 2 years ago. Your leadership has contributed greatly to that progress. As with any leader, there are always strengths and weaknesses that require improvement. I am sure you will continue to grow and make positive contributions to our school district in the upcoming year.

Superintendent's Performance Goals

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

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.	•	•	•	X	•

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.	•	•	•		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.	•	•	•	X	•
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.	•	•	•	X	•
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.	•	•	•	•	X

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.	•	•	•	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.

Unsatisfactory   **Needs Improvement**   **Proficient**   **Exemplary**

Comments and analysis:

Commendable performance and growth, especially with the partnership your Assistant Superintendent.

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:

This is one area for growth and improvement.   Hiring - To build public confidence in our teachers and administrators, positions within the District should be advertised and posted with a consistent hiring process used for each vacancy.   Process is as important as outcome.   For example, the decision not to publicly post the position of High School principal and Business Manager generated some concern within the community.   While I have no doubt that both individuals in those positions are tremendous assets to our District, that is because I happen to be familiar with both.   Not all members of the community are and while the result of any public hiring process would have likely yielded the same result, due diligence and transparency builds public confidence.   Going forward, including a School Committee member on any hiring committee for administrative positions would be a way to improve transparency as we are elected by the community as its collective voice and representation.   Additionally, a large amount of your appointments

have been from Weymouth, which is your former School District.   With over 400 school districts in Massachusetts and the fact that Hanover has a history of very few Weymouth appointments, this spike in Weymouth hires has generated some concern within the community that hiring is based upon nepotism rather than qualifications.   For example, the recent hiring of the Middle School principal generated 3 finalists. One was an internal candidate and the other 2 were both from Weymouth.   Perhaps greater advertisement and solicitation of candidates would give greater dimension to our applicant pool.   This should not be viewed as a criticism of any of the recent hires, whose performance will speak for itself.   Fiscal Systems / Law - greater knowledge of appropriations and the process of making transfers between line items is needed.   Because the School Committee votes a line item budget, money appropriated to a specific purpose or position cannot be used for any other purpose or position without a vote of the School Committee to re-allocate those funds to the new position and / or purpose.   With shifting personnel, if a position is being created, that position needs to be funded by a School Committee vote.   I realize that we have discussed this issue and agreed to look into it more.   A class in public finance would be a beneficial part of professional development.

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.

Unsatisfactory **Needs Improvement** **Proficient** **Exemplary**

Comments and analysis:

Without a doubt, communication with the community and family is your greatest strength.   You have 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.   There will be times, however, that parents and community members will be unhappy with you and that is nothing to shy away from when you are doing what is best for the students and district.

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 :
Consensus building is important, but that needs to come forth by a process where all voices are heard and valued.   I was surprised at the recommendation that any remaining funds in the FY 15 budget be spent on Chrome Carts.   I felt that by giving such specific direction to your building principals it undercut their discretion and ability to manage their own building and I did not understand the reluctance to allow even a bit more discretion in our building administrators. Your administrative team meetings are a great opportunity to keep lines of communication open and ensure meaningful process.

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:_____