

# End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Matthew A. Ferron

Evaluator: John Geary

John T. Geary

5/8/2015

Name

Signature

Date

## Step 1: Assess Progress Toward **HPS** Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

## Step 2: Assess Performance on **DESE** Standards (Complete pages 4–7 first; then check one box for each standard.)

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

**Proficient** = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement			X	
Standard IV: Professional Culture				X

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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: SUPERINTENDENT PERFORMANCE GOALS:** I believe that Mr. Ferron has shown excellent managerial skills and has transitioned the HPS into a leading school district in the state. His efforts in human capital and resource management are second to none. Mr. Ferron has the unique ability to identified top talent and assigns executive level responsibilities to those individuals proving measurable results. Mr. Ferron has also created a professional climate and culture in the HPS that is attractive to outside talent and making HPS a desirable place to live and work. Mr. Ferron’s collaborative style has transformed the schools relationship with the Managers of the Town of Hanover as well as the community stakeholders and has created an atmosphere of trust and transparency allowing for successful, efficient implementation of action plans such as ALICE safety program and approval of funding for high profile initiatives such as V20/20. It has been a pleasure to work with Mr. Ferron and support his professional transformation of the Hanover Public Schools in 2014/2015.

# 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
<b>Professional Practice</b>						
1	<b>New Superintendent Induction Program Year II</b> 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"/>
<b>Student Learning</b>						
2	<b>Vision 2020 Development to Secure K to 8 Math Program</b> 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
<b>District Improvement</b>						
3	<b>Educator Evaluation</b> 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	<b>Vision 2020 Funding</b> 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"/>	X	<input type="checkbox"/>

5	<p><b>Effectively Implement a Comprehensive Communications Strategy to Promote HPS Accomplishments and Opportunities for Community Participation in Student Activities and Events</b></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
6	<p><b>ALICE Training and Implementation</b></p> <p>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.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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>				
<b>I-A. Curriculum:</b> Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.				X
<b>I-B. Instruction:</b> 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	
<b>I-C. Assessment:</b> 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	
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			X	
<b>I-E. Data-Informed Decision Making:</b> 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		
<b>Overall Rating for Standard I (Circle one.)</b>	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:** 1-A was scored at exemplary due to the successful goal, strategy, delivery, communication and roll out of V20/20. I would like to see more emphasis on goal 1-E (Data Informed Decision Making) in 2015-2016. This rationale has been explained verbally to Mr. Ferron as well. A constant year after year movement of “some” goals to new priorities is crucial for professional success and district wide improvements.

**2014 /2015 comparison:** 1-A increased from Proficient to Exemplary, all others remained the same

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant school committee meeting agendas/materials    |
| <input type="checkbox"/> Analysis of classroom walk-through data                              | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data                                 | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input type="checkbox"/> Other: _____   |
|   | <input type="checkbox"/> Analysis of staff feedback                             |   |

## 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
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.			X	
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				X
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.			X	
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				X
<b>II-E. Fiscal Systems:</b> 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:** 2-B Mr. Ferron does an incredible job at recognizing talent and utilizing individual strengths to the advantage of the district. This is reflected in our operational efficiencies and resource management. Not only does Mr. Ferron seek out the most qualified candidates for leadership positions, but he ensures that they have the right personality (collaborative in nature) in addition to the professional skill set that is best suited for Hanover. This is a challenging task and Mr. Ferron excels at this responsibility.

Mr Ferron is diligent in following protocol for all aspects of his job regarding Laws, Ethics and policies.

**2014/2015 Comparison:** 2-B increased from Proficient to Exemplary. 2-E increased from Needs Improvement to Proficient. All others remained the same.

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
<p><b>III-A. Engagement:</b> 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.</p>			X	
<p><b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.</p>				X
<p><b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.</p>				X
<p><b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.</p>			X	
<p><b>Overall Rating for Standard III (Circle one.)</b></p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:** : I would like to see goals 3-A (Engagement) and 3-D (Family Concernes)moved to priorities for 2015/2016. In 2014/15 Mr. Ferron demonstrated his ability to engage with stakeholders and other town wide departments, including, parents, AdCom, Selectman, DPW, and Town Manager to discuss and educated other town departments on the necessities of the School Dept. I would like the concentration on goal 3-A to incorporate an achievement standard that is department based, not individual based. (for example: study the productivity of departments as a result of new strategies, FACE, Athletics, Robotics, etc) 3-D (Family concerns) to incorporate a mission for equality of delivery of information and services to both elementary schools. This goal should be incorporated with the HPTA and their communication strategy.

**2014/15 Comparison:** 3-B increased from Proficient to Exemplary. All other stayed the same.

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
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.			X	
<b>IV-B. Cultural Proficiency:</b> 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	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				X
<b>IV-D. Continuous Learning:</b> 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	
<b>IV-E. Shared Vision:</b> 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
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				X
<b>Overall Rating for Standard IV</b> <b>(Circle one.)</b>	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 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 teacher, admin, and students give positive feedback about their experiences in HPS.

**2014/15 Comparison:** 4-E increased from Proficient to Exemplary

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: \_\_\_\_\_

