

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: Matthew A. Ferron

Evaluator: Ruth A. Lynch

Ruth A. Lynch

July 3, 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	<u>Met</u>	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	<u>Met</u>	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	<u>Exceeded</u>

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			1	
Standard II: Management and Operations				1
Standard III: Family and Community Engagement			1	
Standard IV: Professional Culture			1	

End-of-Cycle Summative Evaluation Report: Superintendent

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 1	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.

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. After collaborating with a variety of stakeholders, Mr. Ferron appointed the previous High School Director of Humanities to the position. His belief of “hiring from within” clearly demonstrated to all staff that dedication and excellence are valued. It has proven to be an excellent decision.

The implementation of a full-day kindergarten program began in the fall and after consultation and planning with numerous groups, he designed and will implement a new schedule for the kindergarten; thus, significantly increasing student learning time.

The development of a Professional Development Committee improved the professional development opportunities for all staff. Data was gathered to validate the effectiveness and usefulness of the offerings.

The “Vision 2020” team focused on the mathematics alignment in the elementary schools. A program was piloted, analyzed, recommended and purchased and will be in place this September. This project involved numerous groups including town officials, school committee members, administrators, teachers, parents and students. Mr. Ferron and his team should be highly commended as this new math program will undoubtedly result in improved student learning K-12.

Mr. Ferron maintains a high visibility presence in schools and at various community events and activities.

He has utilized the new evaluation system which will continue to enhance the delivery of quality education in the district. It is hoped that during the next school year his leadership team will continue to examine instructional practices and the use of data; thus, validating an improvement of performance for all student learning.

His friendly and caring demeanor is complemented by his highly effective communication skills. When a staff member recently faced a family tragedy, he supported that family with understanding and compassion. He was an exceptional role model for all educators.

During his second year as a superintendent he continues to foster a culture of mutual respect among all constituents. Mr. Ferron is passionately committed to the continuous growth and improvement of the Hanover Public Schools.

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"/>	1	<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"/>	1	<input type="checkbox"/>
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"/>	1	<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"/>	1	<input type="checkbox"/>

5	<p>Effectively Implement a Comprehensive Communications Strategy to Promote HPS Accomplishments and Opportunities for Community Participation in Student Activities and Events</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"/>	1	<input type="checkbox"/>
6	<p>ALICE Training and Implementation</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"/>	<input type="checkbox"/>	1

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.			1	
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.			1	
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.			1	
I-D. Evaluation:	Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			1	
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.			1	
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:

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).

Mr. Ferron re-organized full and half day kindergarten to significantly increase instructional time, reduce scheduling challenges, and promote equity for all kindergarten students by eliminating PM Kindergarten and lengthening the instructional day.

The vetting and piloting process for the "Vision 2020" was completed. The new program will be fully implemented September 1; thus, supporting exceptional instruction and student achievement in mathematics aligned to Common Core State Standards. After considerable collaboration with Town Officials including the Town Manager, Selectman and the Finance Council, members of the Hanover community voted at the annual Town Meeting to approve and allocate \$600,000 for the "Vision 2020" project.

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:

- | | | |
|---|---|---|
| <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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>				1
				1
				1
			1	
				1
<p>Overall Rating for Standard II (Circle one.)</p>	<p>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.</p>			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron established and maintained a collaborative and mutually supportive relationship with the Hanover Teachers Association and other union groups. In less than five months Mr. Ferron successfully negotiated a three-year contract with the HTA in a collaborative, transparent, and trusting environment with mutually beneficial and strategic outcomes.

He reorganized positions to address high priority needs using current staff to maximize operational and financial resources.

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.

Through careful budget management this year, the district will be able to provide sustainable funding through Circuit Breaker from year to year. The goal to use a portion of the Circuit Breaker funds to prepay tuitions for FY '16 thus reducing the reliance on Town Meeting for Special Education funding. In addition, the Special Education Director conducted an ongoing review of all Out of District Special Education placements attempting to integrate as many students back into the district as possible. There are approximately 17 out-of-district placements, which is well below the 1% threshold established by the Commonwealth.

An athletic fee family cap at \$1,000 per family was instituted and a reduction of the user fee by 25% for FY16. New clubs and activities were also added at the high school including the debate club, rotary club, and aviation club. The FACE program has also increased enrollment and opportunities for extra-curricular activities through its extensive summer enrichment program and school year programs.

Examples of evidence superintendent might provide:

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|---|--|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | agendas/minutes/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits | and/or incidence reports | schedule/agendas/materials |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
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.			1	
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				1
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders			1	

about student learning and performance.				
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.			1	

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.			
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Partnerships with families and community organizes continues to be a priority with Mr. Ferron and his leadership team.

Fun staff and community events (holiday party, football tailgate, staff/student basketball game, and frequent awards ceremonies) were held with very high attendance.

Mr. Ferron supported the successful implementation of the district drama/theater program for all four schools with participation exceeding 250 students. Full musical productions from each school were produced for first time in Hanover history along with a dramatic performance at the high school. He successfully helped to revitalized attendance and engagement for HHS athletics events with increased communication; family oriented promotions, business sponsorships, and increased opportunities for interaction with HHS student-athletes and Hanover youth sports teams.

The administration team promoted the use of Aspen's teacher gradebook and student/parent portal since February 2014. Those efforts have resulted in a significant increase in usage at both the middle school and high school.

Mr. Ferron utilizes social media to direct users to the district web site for current news and updates and provides regular access and information to local media outlets to encourage and support coverage of HPS community engagement initiatives. In partnership with HCTV, he helped to develop school-centered programming to inform and entertain the community on Hanover Public Schools happenings.

Examples of evidence superintendent might provide:

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|--|---|---|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports | <input type="checkbox"/> Relevant school committee presentations and minutes |
| <input type="checkbox"/> Evidence of community support and/or engagement | <input type="checkbox"/> Community organization membership/participation/contributions | <input type="checkbox"/> Other: _____ |

Superintendent's Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p><i>Check one box for each indicator and circle the overall standard rating.</i></p> <p>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.</p>			1	

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.			1	
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.				1
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.			1	
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.				1
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			1	

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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis :

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 worked 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.

Increased and improved collaboration and communication between schools and levels through professional development opportunities has effectively realigned curriculum, instructional practice, and equitable educational experiences for students and staff. With Mr. Ferron's support a "pilot" peer observation program was successful implemented at Hanover High School. Approximately 85% of teachers and counselors have participated in the initial phase of this initiative.

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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: _____