

Approved by School Committee

May 2, 2018



Superintendent's Summative Evaluation

2017-2018

Superintendent's Performance Goals

Step 1: Assess Progress Toward **HPS** Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.

Mark with an "X" one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement						
1	To redesign educational experiences at Hanover High School and enhance curriculum to capitalize on teacher expertise and provide greater student choice. This year, we will further our pursuit and development of innovation academies. This development will focus on curriculum design and course selection to personalize the high school experience for all students. We will work with the faculty at the high school to design effective and rigorous standards-based units of instruction that reflect high expectations regarding content and effort of work.					X
2	To develop a comprehensive Program of Studies for Hanover Middle School, to identify opportunities for alignment with the Innovation Academy design at HHS, and to explore opportunities for personalized learning at HMS. This year, we will work to develop a comprehensive Program of Studies intended to provide clarity to the HMS curriculum for students, staff, and families. During this process, we will seek to identify opportunities to align programming with the Innovation Academy development at HHS and to increase opportunities for personalized learning experiences at HMS.			X		
3	To develop and document a sequential K-12 technology curriculum that is aligned to the state and national standards, and to lead professional development activities designed to effectively integrate technology and increase digital literacy in the classroom in all curriculum areas. To continue to increase relevancy and improve student learning through additional teacher training in technology integration and digital literacy in the classroom.				X	

Community Engagement						
4	<p>To develop and implement a strategy for community outreach regarding the impact of social media, media addiction, and overall “screen time” that will address the psychological, emotional, and physiological challenges related to these issues.</p> <p>In partnership with key collaborators, we will develop and implement an educational strategy for our community (with a focus on students and families) intended to address the increasing challenges of media addiction and related subjects.</p>					X
Professional Practice						
5	<p>To pursue personal and Leadership Team professional development opportunities in the area of personalized learning and to leverage these experiences for successful implementation of the HHS Connect Project.</p> <p>Increase expertise related to personalized learning and school design. Continue to educate the community on the changes that are necessary for project advancement.</p>				X	

Comments:

While significant progress has been made this year with the redesign of the high school and middle school curriculums, the Committee would like to see measurable goals set for 2019-2021 for middle school and elementary school literacy instruction.

For next year, the Committee would like see to Mr. Ferron carefully monitor, gather appropriate data, analyze the data in a timely manner with the special education director and other appropriate staff, and provide bi-annual feedback to the Committee regarding literacy instruction for all students, with a focus on special education students. The Committee also recommends that Mr. Ferron lead an investigation of how reading levels are reported to ensure consistency across the district.

Step 2: Assess Performance on **DESE** Standards

Superintendent's Performance Rating for Standard I: Instructional Leadership

		Unsatisfactory	Needs Improvement	Proficient	Exemplary
Mark with an "X" one box for each indicator and circle the overall standard rating.					
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/highlight one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.				

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron's efforts in this regard should be commended. Mr. Ferron, his administrative team, and high school administrators and teachers focused on redesigning the high school curriculum in order to personalize the educational experience for all students. The strengths and weakness of the current *Program of Studies* were carefully studied along with possible innovations for a new academic approach. With the support and encouragement of Mr. Ferron, newly designed rigorous standards-based units of instruction will enable students to concentrate their educational choices on a particular field of study. Students will now be offered the opportunity to select one of four academic pathways and thus will be able to personalize their program.

Also partnerships with a local Community College and a four year-school have been established and high school students are now enrolled in and receiving college credit for numerous courses. Additionally, these major innovative transformations in curriculum and instruction will truly enhance the educational experiences of all Hanover students. It is exciting to know that American Sign Language may be offered to fulfill the foreign language requirement going forward. In addition, he led an extensive redesign of the Middle School curriculum. Although the middle school curriculum is a work in progress, if the success at the high school is any indication as to what we can expect at the Middle School level we will see great improvement.

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
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/highlight 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:

Mr. Ferron created a comprehensive narrative that included several "excel cross walks" and a full presentation to the Advisory Board citing all possible options for budget funding. This level of transparency and detail allowed the Hanover Public Schools budget to be endorsed by the Hanover Board of Selectman and Hanover Advisory Board for approval at the May 2018 Hanover Town Meeting. The budget process continues to be more and more comprehensive year after year, while maintaining fiscally responsible initiatives.

Mr. Ferron negotiated and executed a seamless HTA union Contract in 2017/2018 that was equitable for both the HPS District as well as the HTA. Mr. Ferron demonstrated respect and consideration for all of the HTA requests and successfully negotiated to the best interest of the HPS. In 2017/2018 Mr. Ferron

professionally managed several community/student/staff issues that involved HPD, legal counsel, medical professionals, and the Hanover School Committees, to ensure a confidential, diplomatic, and adequate solution to all issues. Mr. Ferron's continued collaboration between the Hanover Public Schools and the Hanover Police Department has been very valuable towards developing a safe environment for all staff and students.

Examples of evidence superintendent might provide:

- | | | |
|---|--|--|
| <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>Mark with an "X" 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.				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 <i>(Circle/highlight one.)</i>	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:

Recognizing the need to address issues involved with “students and screen time,” Mr. Ferron developed and led a strategy for community outreach regarding the impact of social media and media addiction, as well as addressing the psychological, emotional, and physiological challenges related to these issues. He partnered with community organizations as well as outside agencies to sponsor and support programing. He implemented a community “speaker series” that addressed the issues associated with screen time, including the movie “Screenagers”, the planning of the “Mediatrician,” and the planning, creation and delivery of “Social Media Awareness for High School Athletes”. Due to his efforts the importance of “Choosing Presence” became an important concept for students and the community. This continues to be Matt’s biggest strength. His communication with the families, parents and the community has exceeded expectations and built a level of trust in our school system that was lacking prior to his arrival. Matt understands that open, honest and frequent communication with parents is necessary, and especially so when times of national school tragedies cause feeling of trepidation in every school community.

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

	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/highlight 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 takes great care to insure that all stakeholders are informed with the correct and accurate information. Mr. Ferron's supported two members of the administration team as they successfully received their Doctorate degrees this year. Mr. Ferron continually challenges the Elementary principals to work collaboratively with the Middle School Administration and the Middle School Administration to work collaboratively with the High School Administration. This is evident in the leadership team's presentations and commitment to HPS success.

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: _____

DESE Goals Summary: Complete tables above for Standards I-IV first; then check/mark with an “X” one box for each standard.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Unsatisfactory</i> = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i> , or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.				
<i>Needs Improvement/Developing</i> = 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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i>				
<i>Proficient</i> = <i>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</i>				
<i>Exemplary</i> = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.				
Standard I: Instructional Leadership			X	
Standard II: Management and Operations				X
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle/highlight one.*)

Unsatisfactory Needs Improvement Proficient Exemplary

Step 4: Rate Impact on Student Learning (*Check/Mark with an “X” only one.*)

Low	Moderate	High X
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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 continues to be an asset to our school system. His dedication to our students, teachers and community is appreciated and commended. Mr. Ferron’s efforts to challenge and grow our schools, as well as his open and transparent leadership, have developed the Hanover school system into a highly respected and desirable working and learning environment. Mr. Ferron involves stakeholders in the process of creating and executing comprehensive district goals and is accountable for the results of these goals. He uses professional judgment based on past and present experiences to make district wide decisions with equality, courtesy, and accountability. Mr. Ferron is a true leader and has earned the respect and commitment from his administration team, and is evident in their work ethic and results oriented behavior. He has created an environment where staff, parents, and students respect him.

Mr. Ferron’s clear vision for our school system and his well thought out goals, have led to a very successful school year for our district. During this past year, Mr. Ferron has done an excellent job managing the new building project, with minimum disruption to the students learning. Mr. Ferron’s leadership guided the staff towards creating and implementing several innovative educational programs at the high school and middle school levels. The work done at the high school under his leadership is a perfect example of what can be accomplished with an established collaborative environment.

Mr. Ferron is to be commended for his commitment to a collaborative and transparent budget development process. He regularly communicates information regarding financial and educational objectives to various stakeholders on a consistent basis. He continuing collaboration between the Hanover Public Schools and the Hanover Police Department has been very valuable towards developing a safe environment for all staff and students.

Thus for numerous reasons, Mr. Ferron should receive an exemplary rating for his performance.

Superintendent:	Matthew Ferron		
	Name	Signature	Date
Evaluator:	John Geary		
	Name	Signature	Date
Evaluator:	Kimberly Mills-Booker		
	Name	Signature	Date
Evaluator:	Ruth Lynch		
	Name	Signature	Date
Evaluator:	Elizabeth Corbo		
	Name	Signature	Date
Evaluator:	Leah Miller		
	Name	Signature	Date