

Evaluator
Libby Corbo



Superintendent's Summative Evaluation
2019-2020

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	<p>The Hanover School System aspires to exceed our current capacity to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation.</p> <p>Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.</p>			X		
2	<p>Presently, this goal is on standby. It would only commence upon direction from appropriate officials to begin this exploration process. I am listing it here in the event it moves forward given the amount of work and time it will require, and to keep the School Committee informed.</p> <p>We will work to identify all opportunities and challenges related to the elementary school reconfiguration including operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of moves.</p>		X			

Professional Practice/Community Engagement						
3	<p>Develop and implement a pilot program to increase access and exposure to FACE enrichment opportunities.</p> <p>To develop and implement a series of tuition free FACE enrichment offerings at strategic grade levels to afford all students an opportunity for new learning experiences while providing access for all students and families during their time in HPS.</p>		X			
District Improvement/Student Learning						
4	<p>To develop and brand Cedar School as an early learning center by providing a developmentally appropriate, rich learning environment that meets the individual social-emotional, physical, language, and educational needs of our youngest students.</p> <p>Beginning with a play-based environment, our learners will be provided with high quality learning opportunities that foster independence, curiosity, a love of learning, and respect for themselves and others.</p> <ol style="list-style-type: none"> 1. To research, observe, and model best practices for an early learning center throughout the year and adopt these practices, activities, and strategies as appropriate. 2. To survey staff, parents, community, and experts developing a vision and outlining a plan for our unique school community. 3. To develop and implement a strategy to ensure Cedar school meets and exceeds the social, educational, and environmental needs of our youngest learners. 4. To provide students with developmentally appropriate curriculum and instruction that differentiates for diverse learning resulting in increased student engagement, growth and achievement. 			X		

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

Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" 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.			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 <i>(Circle/highlight one.)</i>	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:

This year has been particularly challenging and I'm not sure it is fair to try and capture Mr. Ferron's performance in this rubric. While I believe we have areas of concern in the instruction and curriculum categories, I also feel that Mr. Ferron had to dramatically shift priorities for the last half of the school year. I hope that as we move from "crisis mode" into a more stable learning platform that we will resume our District's critical analysis of school wide instruction - ensuring that all teachers are meeting expectations for rigor and have a uniform set of curriculum goals for students. The "needs improvement" in commitment to instruction is a reflection of the District's overall need to improve on this standard, and the fact that Mr. Ferron has ultimate accountability for the District's progress.

Examples of evidence superintendent might provide:

- | | | |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Report on educator practice and student learning goals |
| <input type="checkbox"/> Analysis of classroom walk-through data | <input type="checkbox"/> Analysis of staff evaluation data | <input type="checkbox"/> Student achievement data |
| <input type="checkbox"/> Analysis of district assessment data | | <input type="checkbox"/> 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

	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 has shown tremendous range in his ability to navigate and adapt management of the District in uncertain and difficult times. His dedication to the District staff and employees has fostered mutual respect and created a team mentality that has been essential in generating needed flexibility for staffing and budget changes.

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
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/highlight 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:

Family and community engagement is a strength of Mr. Ferron's, however, as a District we have areas of improvement that need to be addressed. Mr. Ferron's challenge is ensuring that all administrators embrace his philosophy and dedication to family engagement and communication.

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
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.				
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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

With the significant changes in instruction that have occurred this year striking the right balance between rigor, accountability and reasonable expectations for performance has been challenging. A focus for all schools should be consistent expectations for instruction and learning for all students. The "needs improvement" in commitment to high standards is only a reflection of the District's overall need to improve on this standard, and the fact that Mr. Ferron has ultimate accountability for the District's progress.

Examples of evidence superintendent might provide:

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|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Analysis of staff feedback |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Analysis of staff feedback | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Staff attendance and other data | <input type="checkbox"/> Samples of principal/administrator practice goals | |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> School committee meeting agendas/materials | |
| <input type="checkbox"/> School visit protocol and sample follow-up reports | <input type="checkbox"/> Sample of leadership team(s) agendas and materials | |

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 has shown exceptional guidance of our District through this unprecedented crisis. Mr. Ferron’s ability to decipher inconsistent and often contradictory federal and state mandates, and craft a workable course of action for our schools is admirable. I am grateful for his leadership during this time and commend the amount of time he has devoted to our students and schools as it has far exceeded reasonable expectations. Mr. Ferron’s availability and responsiveness, and his collaboration with the Town on budget issues and with the Union on instruction issues has also exceeded expectations. His overall performance is exemplary.

Superintendent:

Matthew A. Ferron

Evaluator:

Libby Corbo

Name

Signature

5/27/20

Date