

Evaluator: Kimberly Mills-Booker



**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	

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 (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:

There are some exciting changes coming to Hanover. I was very excited to hear the presentation from the high school and to read the course offerings. Adding college classes is a great opportunity for our high school students to take other classes not traditionally offered at the school while earning college credit. I am also excited that American Sign Language may be offered to fulfill the foreign language requirement going forward.

The course work at the high school level is built on the foundation of the middle and elementary schools. I have some concerns at those levels. It is important to remember that although we many plan for the future, a student only has one chance at each grade. The skills learned in lower

grades scaffold more learning in the upper grades. It is important to get it right. It is important to focus on why we are here—to educate our children.

Although your administration team responded quickly, I was disheartened to learn that grade level content was taught in the extended learning block at the middle school. At first look that may seem ok, but in Hanover students on IEPs use that block to get the support they need. Under that system, special education student on an IEP would miss up to half of the content of a subject. That is not acceptable. When I raised this concern to the administration, the response was that they did not know this practice was occurring. The assistant superintendent and principal at the middle school did make a change. The extended learning block is now used for review instead of new content. However, that still puts our special education students at a disadvantage as they will no longer receive review that the general education population receives. We need to do better by our students. This should never have reached the level of parental identification. It is inequitable to have a student who receives special education miss content. It is also not ok that special education students miss review that the general education population receives.

The middle school has also had staffing challenges. This year, the staffing is not adequate. Many required services on IEP are not being met. There is also a dearth of certified, not just trained, practitioners in Orton Gillingham and Wilson Reading System. That needs to change.

We also need to ensure that Orton Gillingham, Wilson, and any other programs are implemented with fidelity. As part of my work on the special education subcommittee I facilitated a telephone conference with the Wilson Reading System literacy specialist and several members of the Hanover administration, to make sure the schools were following the curriculum as designed. I also attended the three day seminar to familiarize myself with the program, when basic questions were not answered. Although I was able to do that, parents should not be expected to investigate how a curriculum should be implemented and bring that information to the school. It should be the schools responsibility. For example, an average parent should not have to identify the difference between the WADE (Wilson Assessment of Decoding and Encoding) and the WIST (Word identification and Spelling Test) and when they should be administered, but the schools using the Wilson Reading Program should. We also need to make sure that there is adequate time devoted to the program. For example having Wilson Reading 3 x 45 is not adequate. Multi-sensory reading should be daily or for a longer period of time to be implemented with fidelity.

In the elementary school, I am concerned that we are not meeting our students' literacy needs. One of the programs I am concerned with is LLI (Leveled Literacy Intervention). LLI is used in Hanover. If the data shows that it is working, then it should be used. However, a recent study actually showed that "LLI had no impact on students' reading comprehension and a negative impact on mastery of English language arts/literacy standards. [And] students who received more LLI or were pulled out of other classes to receive LLI were particularly negatively affected, possibly as a result of missing grade-level content." See <https://www.mathematica-mpr.com/our-publications-and-findings/publications/leveled-literacy-intervention-for-secondary-students-results-from-a-randomized-controlled-trial> I reached out to the administration about this program and we have agreed to discuss further. It is important to use data to support using any program.

Reading is the fundamental building block for a solid education. Although many people believe that reading is a natural skill—it is not always the case. Hanover has not implemented a comprehensive literacy program and that is impacting all other aspects of our students' education. When a

student does not make progress in reading, it not only affects their ability to read. It affects the whole child. It affects that child self-esteem. It affects the other academic areas. It affects their social status. It caused harm to that child self-worth. It causes irreparable harm to that child's image of themselves. We need to do better.

An individualized education plan also needs to meet the needs of the individual students and not the needs of the district. For example, Hanover is a split district for multi-sensory reading. That is Cedar uses Orton Gillingham and Center/Sylvester Wilson Reading System. It is not equitable to have a one size fits all approach based solely on geography. The new district wide program will give us more opportunity to meet the needs of our students, but we must ensure equity until reconfiguration takes place.

We also need to ensure we have equity in other areas. A concern that was raised this year was over recess. After discussing recess with the administration, there were not equitable ratios between the two elementary schools. That should change. A student in the second grade in Hanover should have similar, equitable experiences.

We need to make sure we have a clear policy that limits using recess as punishment. We also need to make sure that students are supported at recess if needed.

The schools also need to align vertically. If a student uses assistive technology, for example, the elementary and middle school should use the same program. The elementary and middle schools also need to maintain a consistent reporting method for reporting a student's progress. They need to work together to identify a continuous method. An example of this is the elementary school uses a DRA and Fountas and Pinnell level of reading, but the middle school does not. It should align so that one reporting method is used throughout the district.

Examples of evidence superintendent might provide:

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|---|---|---|
| <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
Mark with an "X" one box for each indicator and circle the overall standard rating.				

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 <i>(Circle/highlight one.)</i>	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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

The budget process is very transparent. It is well thought out and done with precision.

As I have stated in previous years the morale at the schools have improved since you began your tenure here. This year, I was concerned that there were some times that the “fun activities” of the administration were given precedent over the main focus educating our students. I am concerned that the pendulum is swinging too far in that direction. I would like to see a renewed focus on the main objective of education.

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
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: Community engagement is your biggest strength. You are a very good leader. You engage well with the community. You listen to many different viewpoints.

The one concern I have with communication is that you need to communicate with the entire board. It may not be feasible in every situation, but any time you can, you should.

You are good talking to parents and communicating with them. Your position is not the easiest one, but you handle yourself in a professional manner. You are also approachable to the community.

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.			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: The position of the superintendent is multi-faceted and demanding. It requires a lot of anyone. You have done a good job of handling the different areas.

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 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:

Overall your administration has done well this past year. You engage with the Hanover community. One area that you need to pay more attention to and really look at a strong literacy program for our district. It is also incumbent that we utilize scientifically based instruction with fidelity. It is important that we meet the needs of our students as they are where they are. That means we should not restrict a program based on geography. We need to make sure that we look at the whole child. That includes making sure the child social emotional learning and ensure adequate staffing to meet the needs of students.

Superintendent: Matthew A. Ferron

Evaluator: Kimberly Mills-Booker

/s/ Kimberly Mills-

Booker

Name

Signature

Date