

Evaluator: Ruth Lynch



**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 <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:

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. In addition he led an extensive redesign of the Middle School curriculum as well. 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. These three major innovative transformations in curriculum and instruction will truly enhance the educational experiences of all Hanover students.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports

- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ 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 is commitment to a collaborative and transparent budget development process and for the fifth consecutive year, the schools level serviced operating budget was approved. He has established collegial relationships with several leaders of Hanover including the Town Finance Director, the Selectmen, and the Town Advisory Board.

With increasing costs and expenses of maintaining an ever-changing Special Education program, Mr. Ferron carefully and consistently monitors the program. He regularly communicates information regarding financial and educational objectives to various stakeholders.

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:

- ☐ 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:

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. Due to his efforts the importance of “Choosing Presence” became an important concept for students and the 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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

Mr. Ferron continues to demonstrate strong interpersonal, written and verbal communication skills. Whether it's explaining the decision making process for canceling school or detailing the critical procedures when responding to a threat, Mr. Ferron takes great care to insure that all stakeholders are informed with the correct and accurate information. Dealing with misinformation and the "chatter on social media" have been extremely time consuming and frustrating; however, Mr. Ferron deals with such issues in a patient and thoughtful manner as he realizes that misinformation can be very destructive.

He is genuine and sincere with praise and recognizes the hard work and commitment of his staff. He is supportive and encourages risk taking in order to develop and implement change and growth.

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
<p>Unsatisfactory = 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.</p> <p>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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = 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.</p>				
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:

During this past year, Mr. Ferron’s leadership guided the staff towards creating and implementing several innovative educational programs. Of particular importance is the establishment of four academic pathways at the high school allowing students to personalize their program. He led an extensive redesign of the Middle School curriculum. 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. Along with the offerings of a strong professional development program and the *Rounds* initiative for teachers, these major innovative transformations in curriculum, instruction, and assessment will move the Hanover schools to a new level of academic achievement. Mr. Ferron is to be commended for his work to enhance and strengthen student learning.

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.

When Mr. Ferron proposed and developed a goal to study the impact of social media and to challenge all to *Choose Presence*, there was concern that any program could alter the behavior and habits of our students. However, his partnership with community organizations as well as outside agencies allowed this goal to become a reality. Implementing a community “speaker series” that addressed the issues associated with screen time enabled the community to recognize the importance of “*Choosing Presence*.” He is to be commended for taking a risk to address an issue that dominates the lives of many students and staff.

During this past year a personnel issue required that Mr. Ferron provide assistance and support to an administrator as well as seek legal advice. The issue resulted in a considerable investment of his time in order to once again restore a positive moral within the school. He kept the School Committee members

informed and aware of the circumstances. Mr. Ferron is to be commended for resolving this delicate matter and for bringing closure to this difficult personnel issue.

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

Superintendent:

Matthew A. Ferron

Evaluator:

Ruth A. Lynch

Name

Ruth A. Lynch

Signature

April 1, 2018

Date