

# Lynch Final



## Superintendent's Summative Evaluation 2020-2021

**Step 1: 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.				
<b>I-A. Curriculum:</b> Ensures that all instructional staff designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.			X	
<b>I-B. Instruction:</b> 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	
<b>I-C. Assessment:</b> 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	
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			X	
<b>I-E. Data-Informed Decision Making:</b> 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
<b>Overall Rating for Standard I</b> (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: .**

Beginning in early summer of 2020, Mr. Ferron, along with his administrative leadership team established student cohorts involving In-person, Hybrid and Virtual models. Three different *Reopening Plans* were developed and continually revised. The challenges were multiple and varied involving transportation, students switching in and out of cohorts, as well as monitoring and adjusting Student Learning Time regulations in compliance with State mandates.

Never before had complex data been used to make urgent and important decisions around safety, operations, and learning. Mr. Ferron held individual personal meetings with over 50 staff ; thus, helping to alleviate their concerns for personal safety while teaching in-person. Mr. Ferron worked to create and develop a comprehensive staff plan with strategies and options for remote teaching for health compromised staff.

Student Orientations were held in September along with a 10-day Professional Development plan for all staff prior to student return. *Covert Handbooks* for all schools were created. Mr. Ferron worked with others on his team to develop, implement and staff a Virtual Academy. For over six months, daily meetings (including weekends/holidays) were held with the Town Leadership Team to coordinate town-wide plans to combat the pandemic. An award winning “Mobile Integrated Health Testing” process in conjunction with the Hanover Board of Health, school nurses and the Town’s Fire Department was put in place as well as a District-wide Pooled Testing Program. As a result of these initiatives, The Hanover Public Schools became a model for other school districts which were trying to return all students to in-person learning.

A new tool for staff evaluations was development in agreement with the Hanover Teachers Association. The Professional Development Calendar was still implemented throughout the pandemic as teachers focused on continual improvement using various innovative strategies and assessments. The Dibels 8 training K-8 was conducted and updated assessment tools were implemented as well as in-person and virtual MCAS exams were administered. It was with pride that the AP scores were the highest in many years and in comparison, against ourselves, local and DART districts, Hanover students performed exceptionally well. The number of students taking AP exams also increased.

Even during this pandemic, curriculum, instruction, and assessment were continually monitored and assessed in order to ensure growth and progress for all students during these trying times. All of this is solid evidence of Mr. Ferron’s commitment to academic excellence 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>Mark with an “X” one box for each indicator and circle the overall standard rating.</p>				

<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.				X
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.				X
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.				X
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				X
<b>II-E. Fiscal Systems:</b> 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

<b>Overall Rating for Standard II</b> <b>(Circle/highlight one.)</b>	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:**

Mr. Ferron's ability to adapt to the financial challenges present by the pandemic has resulted in a stable financial situation for both Fiscal 2020 and 2021. He is to be commended for his continual transparency and collaborative approach dealing with financial decisions.

As a result of constant communication, he was able to secure support from the Board of Selectmen and the Advisory Council for the 2021 Operational Budget, Special Education funding, and "Free Cash" in order to balance the current budget. Mr. Ferron was also able to secure support from the Board of Selectmen and the Advisory Council for the 2022 Operational Budget and Special Education funding. This budget was recently approved and fully funded at Town Meeting. He maximized "Stimulus Monies" in order to support health and safety at all schools and he has developed a strategy for 2022 recovery efforts and plans for moving forward using short-term stimulus funds and strategic investment in human and academic resources.

In addition, new food service procedures were implemented throughout the district system as well as shifting to free lunches for all students. Management of the financial implications of such a change, all while adhering to stringent and ever- changing state regulations, became an additional challenge.

There were several personnel issues that Mr. Ferron handled in a professional and appropriate manner. The death of two beloved staff members during this past year created additional anxiety for many of the staff. He acted in a sincerely supportive and compassionate manner . Mr. Ferron was directly involved in a complicated investigation resulting in the termination of a veteran staff member as well as his administrative assistant. Again, these difficult situations were handled with discretion, professionalism and patience.

In addition, he was cognizant and caring regarding the staff's physical and mental health issues related to contracting COVID, as well as the challenges involved in the family quarantine procedures. Since his relationship with the Hanover Techers Associations is based on mutual respect, he was able to negotiate the several phases and plans on returning students to school. He tactfully avoided unnecessary tension with the union as he had almost daily conversations with HTA President. As a result, when all students returned to full time learning, the students, teachers, staff, administrators and families celebrated this incredible accomplishment. Mr. Ferron offered valuable advice to other districts as they struggled to return to "normalcy."

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                            | <input type="checkbox"/> 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
<b>III-A. Engagement:</b> 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
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				X
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				X
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.				X
<b>Overall Rating for Standard III</b> <b>(Circle/highlight one.)</b>	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

Mr. Ferron's family and community engagement skills continue to be so valuable during these difficult times. From the start of the pandemic, parent and community communications and surveys became the primary source of providing the necessary and critical information. He provided detailed re-entry plans and asked for student elections for in-person or virtual instruction. He created, developed, and maintained our COVID Dashboard in order to provide the latest and most accurate data on the spread of the virus. He created informational and fun videos for several events/activities, increased website/social media presence, held Zoom District wide health sessions, held Zoom school-based Town Hall meetings, maintained communication, support, and direction for the Parent /Teachers Association, the SEPAC Working Groups and with the newly formed Hanover Unity Council. As a result of this constant communication, parents felt reassured as plans were finalized.

The cleaning of school buildings, safety procedures, HVAC, etc. became a top priority. He personally monitored the testing to ensure that students would be learning in a safe environment. Extensive work with DPW/Facilities and Dept/Engineers on extensive HVAC work at the Middle School and Elementary School were completed before students returned.

College planning and Parent Conferences were all held virtually at each school several times during the year.

A successful graduation was held in July 2020 and plans are now being made for a prom, senior awards, and graduation.

Also, during this demanding time, Mr. Ferron decided that the issues surrounding a native American mascot had to be addressed. Informative, educational, and meaningful programs were held that enabled our school and community to understand the inappropriateness of such mascots. The previous Indian mascot was retired and under the leadership of high school students and with community involvement, a new mascot was adopted.

When vaccines became available, Mr. Ferron helped to identify those vulnerable staff members and made arrangements for them to receive the vaccine first. Working with the school nurses, the Hanover Fire Dept, and the Department of Public Health all teachers and staff were provided the opportunity to be vaccinated.

His collaboration with town officials during this extensive period of time has been truly remarkable. He has become a leader not only for our schools but our entire community as well. His decisions and strategies were thoughtful and have profoundly impacted our town as we moved through this pandemic period.

**Examples of evidence superintendent might provide:**

- |  |   |   |
|--|---|---|
| <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
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X
<b>IV-B. Cultural Proficiency:</b> 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	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				X
<b>IV-D. Continuous Learning:</b> 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
<b>IV-E. Shared Vision:</b> 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
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				X
<b>Overall Rating for Standard IV</b> <b>(Circle/highlight one.)</b>	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 foster a commitment to high standards of achievement and he continues to use current research and best practices to enable all students to be prepared for a postsecondary education. Mr. Ferron developed a Technology Plan resulting in the purchase and deployment of hundreds of Chromebooks for home learning. He also approved the purchase and deployment of cameras, microphones, etc. for home learning. He approved the purchase, and the necessary training, for integrated Zoom as our communication and teaching platform. Ongoing tech support for is now available for Chromebooks and home learning services. A WIAT4 training/refresher for all special education staff was held. Development of all new Learning Plans for individual students during remote/hybrid learning has taken place and a summer school (in-person) for students with special needs will be held this summer.

**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><b>Unsatisfactory</b> = 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><b>Needs Improvement/Developing</b> = 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><b>Proficient</b> = <b>Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</b></p> <p><b>Exemplary</b> = 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*.

**Rationale for Change:**

Mr. Ferron’s educational leadership during this past year proved to be the most vital factor in creating a meaningful educational experience for all children during the pandemic. The formal goal setting process was simply on hold this year as the top priority was COVID response. Mr. Ferron stated: *The leadership team district wide set adaptable and actionable goals almost daily and I was able to model, support, and lead that process.*

He was appointed to the Leadership team of the MASS Legislative Committee and continues to work with DESE, the Department of Public Health and the Board of Health to amend quarantine requirements. He served on the Search Committee for the North River Collaborative Business Manager.

Under Mr. Ferron’s leadership, Hanover was a state-wide leader for COVID response and getting students at all levels safely back to school well before other communities. Hanover continues to lead and Mr. Ferron is respected at the highest levels of state government as a result of his insight and leadership on COVID response plans and outcomes. He is to highly commended for his dedication and commitment.

**Superintendent:**

Matthew A. Ferron

**Evaluator:**

Ruth A. Lynch

**Name**

*Ruth A. Lynch*

**Signature**

April 1, 2021

**Date**

