

**Approved by School Committee  
June 17, 2020**



**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.*

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Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>District Improvement</b>						
<b>1</b>	<p><b>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.</b></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	
<b>2</b> <b>N/A</b>	<p><b>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.</b></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>					

Professional Practice/Community Engagement						
3 N/A	<p><b>Develop and implement a pilot program to increase access and exposure to FACE enrichment opportunities.</b></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>					
District Improvement/Student Learning						
4	<p><b>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.</b></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"> <li>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.</li> <li>2. To survey staff, parents, community, and experts developing a vision and outlining a plan for our unique school community.</li> <li>3. To develop and implement a strategy to ensure Cedar school meets and exceeds the social, educational, and environmental needs of our youngest learners.</li> <li>4. To provide students with developmentally appropriate curriculum and instruction that differentiates for diverse learning resulting in increased student engagement, growth and achievement.</li> </ol>				x*as of Mar ch 12th	

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

### Superintendent's Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<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 measurable 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:

The implementation of the second year of the READ 2700 initiative is an example of Mr. Ferron's instruction leadership. The district has added several key components of the science of reading to the curriculum including the Heggerty Phonemic Awareness as well as renewing the teacher's training in Foundations . This work was all done with an inclusive professional development plan which leveraged internal expertise along with expert consultants from Teaching and Learning Alliance was developed and presented. Data was gathered and evaluated to ensure rigor and personalized experiences for all staff while assessing progress. Curriculum calendars were developed, and Standards-based lessons continue to be developed and enhanced. Programs including Reader's Workshop, a coaching model, a Teaching and Learning Alliance guided observation program and Professional Learning Communities were all utilized. In addition, parent information sessions such as Coffee Talk, were held to demonstrate teaching and learning strategies and offer opportunities for parent input. All of this is solid evidence of Mr. Ferron's commitment to academic excellence K-12.

Mr. Ferron worked with administrators and staff of the newly created early learning center to develop an appropriate, rich learning environment that meets the individual social-emotional, physical, language and educational needs of the youngest students in the district. Work done to create a mission/vision and to determine priorities was completed. Improvement in infrastructure and procedures to improve safety and efficiency were accomplished.

**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
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
<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> <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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

### Comments and analysis:

Mr. Ferron and his administration continue to be proactive, transparent, and collaborative in budget matters. He has shown a tremendous range in his ability to navigate and adapt management of the District in uncertain and difficult times. Currently we are in an extremely challenging budget situation, with town revenues expected to decrease because of the pandemic. Mr. Ferron is working efficiently to manage the unprecedented unknowns in our budget. He is communicating well with the budget subcommittee and is working very collaboratively with town officials. All necessary adjustments are being made with keeping our primary goal of minimizing the disruption to direct instruction to students.

Evidence exists that Mr. Ferron response to several unpredictable events during this past year addressed the full range of safety, health, emotional and social needs of students, staff, and community members. The sudden death of a young, vibrant teacher created community wide anxiety. The fear of EEE and unconfirmed information resulted in rumors that all needed to be addressed. Mr. Ferron acted in an intelligent, caring, and compassionate manner and he helped bring about a peace that eventually began the healing process. He even arranged transportation to the wake and to the church for all staff to meet the family as a group to express sympathy. These somewhat minor details proved to be reassuring to so many. Mr. Ferron was a visible leader who helped bring comfort to the teacher's young family and to her colleagues.

### 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
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
<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> (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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

Family and community engagement continues to be one of Mr. Ferron's strengths as a leader. He works well with people and is open to listening to other people's ideas. He is well respected in the Hanover Community and works collaboratively with the teacher's union, other administrators and parents.

Mr. Ferron and his administration team have exceeded all local and state expectations for managing the COVID19 pandemic in regards to student safety, as well as student learning. Mr. Ferron continues to utilize the efforts of SRO for preventive actions for family matters. Mr. Ferron's collaboration with town officials before and during the COVID19 pandemic have been exceptional. He is working closely with local officials for best practices as well as budget planning during an unanticipated global pandemic that has seriously impacted the education system across the world.

**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
<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

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

<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.			
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

Mr. Ferron has worked hard to create a strong professional culture. His warm and caring manner are very noticeable whether he is wishing happy holidays, thanking staff for their dedication, dealing with a sudden death of a staff member or the unsettling force of a pandemic. His tone is reassuring, and he emits level of confidence that enables all to believe that the situation is being dealt with by a strong and decisive leader and a capable team.

Mr. Ferron has strong interpersonal, written, and verbal communication skills, which are evident whenever he communicates to the families, staff, or students in the district.

Mr. Ferron is very good at casting clear visions for our district. As detailed in the Nov, 8 2019 Cedar School Improvement plan, Mr. Ferron outlined a plan for improving coaching and mentoring for all teachers, as well as implementing a new Dyslexia screener for students in K-1as well as Grade 2 (Center School). Mr. Ferron's action items for Cedar School improvement plan also included a plan for embedded support to reboot the *Foundations* program for grades K-1, as well as grades 2-3 (Center School).

**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** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**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. *For new superintendents, performance is on track to achieve proficiency within three years.*

**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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
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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 had a school year filled with extraordinary challenges. We believe he made significant progress toward all the goals given that the majority of his goals had to come to a halt in mid-March. His overall performance this year is exemplary and we find that he as a leader has a high impact on student learning.

\*The rating of N/A in goals 2 and 3 are due to the impossibility of completing these goals during the pandemic.

Superintendent: Matthew A. Ferron

Evaluator:

NameSignatureDate

