

Approved by School Committee  
May 12, 2021



**Superintendent's Summative Evaluation**  
**2020-2021**

**Step 1: Assess Performance on DESE Standards**

Superintendent's Performance Rating for Standard I: Instructional Leadership		
		<div>Unsatisfactory</div> <div>Needs Improvement</div> <div>Proficient</div> <div>Exemplary</div>
<p><i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i></p>		
<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> <b>(Circle/highlight one.)</b>	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 has a strong commitment to academic excellence for our students. This year he has demonstrated a commendable level of performance in the area of instructional leadership by driving the district towards a maximum level in-person instruction for all students, despite the challenges of the pandemic. The superintendent problem solved and deployed creative solutions across all categories of Instructional Leadership (curriculum, instruction, assessment, evaluation, and data driven decision) in order to achieve our learning goals. Ensuring that his personal devotion to achievement is embraced at all levels – including administrators and educators – is one of the most difficult and challenging aspects of his position.

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 used local health data daily to monitor the safety of keeping our schools open. In addition to monitoring health data, he and his team used iready and DIEBELS assessment data to identify critical gaps in meeting learning goals due to the loss of in person schooling. Based on the results of this data they identified students that needed extra support and implemented a Saturday school program. This data is also being used to plan for the 2021-2022 school year as we emerge from the pandemic.

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
<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.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

Mr. Ferron's management and operations of the District during the past year is to be commended. With the assistance of his administrative team, he juggled impossible staffing challenges. He kept all stakeholders apprised and informed of constantly changing policies, requiring him to repeatedly revise and adapt school procedures and plans. Mr. Ferron was also able to keep the District's finances balanced even with many unanticipated costs.

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. The success of his proposed budget is due to his professional relationship with the local advisory committee, board of selectmen and town manager that is built on a high level of mutual respect.

The success that the Hanover district experienced in continuing learning, operating schools, and returning students to the classroom safely are attributed directly to the superintendent's actions across all categories in this standard.

**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> <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

**Comments and analysis:**

It is difficult to envision how Mr. Ferron could improve in this area. Mr. Ferron's ability to effectively and affably communicate is his greatest strength. It allows him to build and develop relationships that in turn, enable him to be effective in his position, establish common ground and diffuse conflict. Mr. Ferron's efforts and dedication to establishing transparency and rapport have earned him respect from town officials, staff, colleagues and families. This was an incredibly important year in particular, as open communication was essential to establishing community trust in our school health and safety. He had to communicate more frequently than ever before and under more challenging circumstances. He made sure that the parents and staff were informed every step of the way. He did this in a direct manner that was both reassuring and compassionate. He welcomed feedback from the community and addressed concerns, of which there were many, collectively as well as individually. He met individually with each staff member that was requesting a leave or different teaching assignment, as well as those that were just looking for some reassurance of the safety of the buildings and the district's plans to keep them safe. He collaborated on almost a daily basis with our town emergency response team as well as our school health team.

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.

**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**

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

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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<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.
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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. He demonstrated this commitment in many ways this year. 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 is now available for Chromebooks and home learning services. Development of all new Individual Education Plans during remote/hybrid learning has taken place and a summer school (in-person) for students with special needs will be held this summer.

This year our district also faced a situation that showcased Mr. Ferron's skills in resolving conflict. During this school year the district determined that our mascot was culturally insensitive and needed to be changed. He led the process of this change with professionalism and compassion. He organized a night to hear from members of the Native American community as well as the Hanover community. He communicated the plan in detail ahead of time in order to keep all stakeholders apprised of the process. The process led to a successful retiring of our previous mascot and to the introduction of our new mascot.

In participating in negotiations with the teacher's union, Mr. Ferron is an active listener and a clear communicator. He leads the negotiations with transparency and professionalism. In the negotiation process he is always looking for ways to reach consensus.

**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.

	Unsa tisfac tory	Need s Impr ovem ent	Profi cient	Exem plary
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

**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 is a dedicated leader highly skilled in human resources and personnel management and 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.*

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. 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 has been recognized by MA Dept of Ed and Commissioner Riley for excellent achievement. He is to be highly commended for his dedication and commitment.

The community sentiment over this extremely difficult year was that the Hanover Public Schools was fortunate to have Mr. Ferron as our leader, and as a School Committee we strongly agree.

<b>Superintendent:</b>	Matthew A. Ferron		
<b>Evaluator:</b>	Leah Miller		
<b>Evaluator:</b>	Elizabeth Corbo		
<b>Evaluator:</b>	Ruth Lynch		
<b>Evaluator:</b>	John Geary		
<b>Evaluator:</b>	Peter Miraglia		
	<b>Name</b>	<b>Signature</b>	<b>Date</b>