

CUMULATIVE EVALUATION



Superintendent's Summative Evaluation 2022-2023

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.

Top of Form

Goal(s)		Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement							
1		To increase student outcomes in the area of literacy. Summary: To successfully implement a new literacy curriculum and instructional strategies across grades K-8 by building teacher capacity, and to support varied levels of educator experience with professional development and coaching. Intended Change: If all K-8 students have consistent and equitable access to evidence-based literacy instruction, then standardized assessment scores (MCAS, iReady) will gradually increase within a three to five-year time period.					X
2		To improve outcomes for students receiving special education services. Summary: Staffing changes, evolving service requirements, and complexity of individual student needs have affected the continuity within the development and alignment of student Individualized Education Program (IEPs). This goal provides opportunities for improvement that are particularly evident in the transitions between schools and aligns with the priority findings from the comprehensive review conducted by Dorsey Yearley during the 2021-2022 school year. Intended Change: If all special education staff (at all levels) are more consistent and better aligned in the writing of goals, benchmarks, and objectives on IEPs, then we will be more efficient and effective at providing services for students as they transition across grade levels and schools, resulting in improved outcomes for students receiving special education services.				X	

3	Redesign of Budget and Personnel Management Systems. Goal Summary: To successfully and accurately transition from manual processes for accounts payable and receivable along with stand-alone spreadsheets and data sources for Human Resources/Operating Budgets to digital processing (accounting functions) and fully integrated HR/Payroll systems that improves accuracy, increases communication and efficiency, and streamlines hiring and personnel management. Intended Change: If we successfully develop and implement integrated systems and workflows to streamline HR, payroll, and Finance functions, then maintaining and planning multi-year spending and personnel strategies will be more strategic, focused, accurate, and transparent.				X	
4	To recruit and retain highly qualified special education staff. Goal Summary: Hanover has experienced a great deal of personnel change in special education over the past ten years. The special education turnover includes teachers, support staff, and administrators. As a result, we lack consistency and alignment in special education eligibility determination and Individualized Education Program (IEP) writing. Intended Change: If we are able to identify the causes for special education staff attrition and the limited candidate pool applying for posted teaching assignments, we will develop processes for retaining staff and recruiting highly qualified applicants.				X	
Finalization and Publication of Forward Facing Curriculum Guides for Public Review						
5	Summary: School-Based Department Heads and District Curriculum Directors will finalize comprehensive curriculum guides for courses at HMS and HHS. These guides will include standards that are covered in the curriculum, pacing of the course, and resources (e.g. novels and planned films) that are part of the curriculum. These guides will be available on the HPS website for public review. Intended Change: If HPS curriculum guides are clear, comprehensive, and available for parent/guardian/community member's review in an understandable and transparent format, then parents, guardians, and students will be aware of the learning objectives of each course to make informed decisions about course selection, student expectations, and course content.					X
Evaluate and Develop Funding Strategy for Free Full-Day Kindergarten (FDK)						
6	Summary: HPS is one of very few school districts in MA charging tuition for FDK. It is generally agreed upon that available and accessible free FDK has educational and social benefits for all children. Intended Change: If HPS can develop a sustainable strategy to eliminate FDK tuition, then all Hanover children will have an equitable access for FDK consistent with over 90% of MA public school districts.				X	

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 measurable 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:

Mr. Ferron oversaw three notable initiatives as proposed in superintendent goals under instruction and learning, including implementation of a new literacy program in grades K-8, curriculum guides, and a return to a detailed presentation of student assessment data. The new Literacy Program was implemented following an extensive collaboration with specialists, teachers, and department heads under the leadership of the Assistant Superintendent of Curriculum and Instruction. The roll-out, training and support of the Wonders curriculum exceeded expectations and has positioned the district very well for ongoing and future success. The new literacy program "science of reading" is critical to improving student achievement in literacy subjects at early stages.

Implementing a new curriculum district wide AND seeing results because of said curriculum is a huge undertaking. Mr. Ferron has empowered his team to make decisions around the data from the implementation. Even where goals have been met, we won't know about increases in achievement until the end of the year and really for the next couple of years. Mr. Ferron and his team, however, compiled and presented comprehensive district wide data surrounding instruction and learning this year and it established a much needed baseline and perspective for future data results and analysis. Student assessment data for a number of standard test and diagnostic tools were organized and presented, including MCAS, SAT, AP, Dibels, and iReady. Moving forward towards exemplary Mr. Ferron can support his team on concrete goals for improvement / achievement to be able guide their data analysis. Also, regular presentations, more through analysis, and discussion on data will increase our district's capacity to make important data-driven decision to improve student learning, growth, and post-secondary school opportunities more effectively.

In addition to the literacy program, Mr. Ferron oversaw a number of significant initiatives that improved instruction district wide. Comprehensive Curriculum Guides for courses at both the middle and high school describing the curriculum, pacing and resources are now available on the website for public review; thus, providing parents with a clear, easily understandable, and transparent format of this vital information. The curriculum guides were developed to enable greater streamlining across teaching teams and transparency on curriculum roadmaps for each course offered. Another area of focus for Mr. Ferron this year was to improve the transition between schools for our students receiving special education services to ensure continuity and teaming between special education administrators, psychologists, teachers, specialists, and counselors. In addition, the district has redesigned the special education administrative structure under Mr. Ferron's leadership in order to provide additional resources and funding to support all students. This year also marks the 2nd year of establishing the department head model, which has enabled progress and accountability in delivering curriculum.

Mr. Ferron does a phenomenal job of empowering his team to lead from their expertise. From Monday leadership meetings to strong relationships and expectations around collaboration there is a real culture among leadership to try new things and bring their unique value to the team. In looking towards an "exemplary" rating in the instruction category, suggested areas for growth include setting rigorous measures of success, using multiple forms of data to monitor, and holding people accountable to the results. Expectations always remain high in instruction and learning and progress in the aforementioned initiatives put us on the right track in improving student achievement and keeping us on the path of a high performing 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
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.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis:

From an operations and logistics perspective Mr. Ferron is a strong leader. There were numerous operational challenges to navigate in this past year, including a budget over-run, a surge in service demand, widespread internet bandwidth limitations, and staffing shortages. The budget, especially, has been a tremendous challenge this year due to the volatility and unpredictability of student needs and services coming out of COVID and it raised very complex finance issues. Additionally, the district transitioned to a new accounting software system and transferring data / importing data raised unexpected challenges. Mr. Ferron was very hands-on and devoted a tremendous amount of time to remedying budget issues, however personnel issues complicated his ability to effectively manage the issues. Several years of extremely conservative budgeting, contributed to the district's deficit and inability to absorb any unanticipated budget challenges. All of these issues highlighted the need for a strategic and sustainable funding plan that aligns with the district's long-term vision. A new

system is being developed for budgeting, per superintendent goals, that will enable better forecasting and tracking, which will be acutely needed going into the 2025 school year.

Mr. Ferron is to be commended for his continual transparency and collaborative approach to dealing with financial decisions. He was able to resolve difficult, complex and contentious issues and gain acceptance of the proposed budget 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.

Efforts to recruit and retain highly qualified special education staff will remain a top priority. From the HR perspective, Mr. Ferron has employed efforts to strengthen hiring and efforts to ensure highly qualified teaching candidates are strongly encouraged and appreciated. Additionally – routine culture surveys among teachers would give us the information we need to proactively think about ways to improve. Mr. Ferron's leadership continues to foster a collaborative, reflective teaching environment.

A special note is the tremendous collaboration Mr. Ferron has exemplified during the policy development process and the support provided by him and his administrative team.

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 | 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:

Mr. Ferron's ability to effectively foster and affably communicate to families and staff is one of his best strengths. He encourages feedback from stakeholders, and he continuously communicates his desire to reach equitable solutions in the best interest of students. Mr. Ferron encourages dialogue and different points of views; however, after carefully reflecting on input from others, he possesses the insight to make choices for the betterment and enrichment of the entire school community and town. Mr. Ferron excels at communication and connection. He develops relationships and partnerships and fosters collaboration with his leadership style. The district is better for his ability to navigate difficult and complicated issues with diplomacy. Mr. Ferron leads with authenticity and genuineness that inspires confidence amongst others.

District administration, in collaboration with the school committee, have gone above and beyond to communicate issues publicly, with transparency – even when difficult and uncomfortable - and work tirelessly to find mutually acceptable resolutions. The aforementioned challenges in service demand surge and budget pressures have demanded extraordinary levels of engagement with community, town government, and parents. The superintendent and administration team have demonstrated their ability to consistently adapt to increasing levels of student service demands and concerns raised by parents and guardians.

His presence at numerous events is evidence that he supports the interests of a wide variety of student activities.

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 has developed, and he nurtures an expectation which requires staff members to be reflective about their practice. He does this by establishing procedures whereby staff utilize student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. During this past year, four lengthy presentations were given to the School Committee members explaining how teachers in each grade level use testing data to determine "where the student is now" and "what needs to be done to enable the student to progress." Teachers were provided with professional development to develop the skills needed to effectively analyze data and to identify those students who needed academic support.

The district has very dedicated and loyal staff, which is a trend that continued beyond the pandemic years. We are fortunate in HPS to have and retain such dedicated administrators and staff. Additionally, deliberate efforts were made gather data and self-reflect on staff retention in special education, which will prove critical as student service demands continue to trend upwards. Mr. Ferron makes significant efforts to develop and strengthen his team. His leadership evidences a great amount of trust in his administrative team. Balancing that trust with oversight and accountability is necessary to ensure that his vision and expectations are understood and being implemented at the building level with fidelity.

Questioning and challenging the status quo is necessary for growth of the district and in order to critically evaluate our areas of needed improvement. Additionally, there have been, however, several places where very loud families have been able to influence the direction or the work of the leadership team. Being proficient/exemplary does not mean that we don't experience challenges. It means that we are better able to prioritize, give direct feedback, and protect the time of our educators. An example can be teachers being afraid to innovate because of negative public feedback. We look forward to working with Mr. Ferron to support his team and create a culture where teachers feel supported enough to take risks.

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:

There are a number of new initiatives that the superintendent is rolling out that are critical to improving teaching and learning, including the new Literacy program, our first curriculum guides, and a return to review of student test data. Operational streamlining is of great importance as we experience budgetary pressures in the coming years. This year saw capacity building in the department head model, redesign of the budget and management systems, exploration of teach retention in special education, and more alignment/consistency in the IEP process. Along with his Goals written in the fall, Mr. Ferron added additional projects that required regular reporting to the School Committee. These involved the NEASC Accreditation Visit and Review at the high school, the renovation to an entrance into an elementary school for additional security and a complete review and updating of the District's Policy Manual.

Mr. Ferron has been the Superintendent in Hanover for 10 years and the work that has been done and the goals that have been reached have resulted in the creation of a team who proudly share in his successes. Mr. Ferron is an exceptional leader and has navigated our district through the most challenging times in education. His skills in team building, collaboration and communication are commendable. Mr. Ferron is a role model to others in educational leadership positions as he is committed to high standards of service, teaching, and learning. The new adopted vision statement and moto "soar and succeed" has become an integral component of Hanover students.

In summary, the superintendent continues to raise the bar in superintendent goals to improve teaching and learning and streamline operations. Mr. Ferron's commitment to student achievement and he is to be highly commended for his vision and dedication to the District.

Superintendent:

Matthew A. Ferron

Evaluator:

Hanover School Committee

Name**Signature****Date**