

Approved by School Committee April 27, 2022



**Superintendent's Summative Evaluation  
2021-2022**

# Superintendent's Performance Goals

## Step 1: Assess Progress Toward **HPS** Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Mark with an "X" one box for each goal.

| Goal(s)                     | Description   | Did Not Meet | Some Progress | Significant Progress | Met | Exceeded |
|-----------------------------|---|--------------|---------------|----------------------|-----|----------|
| <b>District Improvement</b> |   |              |               |                      |     |          |
| 1                           | <p><b>Literacy</b> - The Hanover School System aspires under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will learn, prepare, evaluate, select, finance, and implement a science-based literacy program in kindergarten through grade 8 continuing to strengthen overall programming, instructional practices, and student outcomes.</p> <p>Fall 2021:</p> <ol style="list-style-type: none"> <li>Ongoing research and program evaluation of curricula grounded in the science of reading that will include collaborating with other high performing districts engaged in this work.</li> <li>Utilize a literacy leadership team to review and select pilot materials.</li> <li>Determine and pilot two literacy programs K-8.</li> <li>Expand our partnership with the Landmark School focusing on Language-Based Programming (LBP), district-wide alignment, and professional development for all Special Education faculty.</li> <li>Provide teachers with professional learning to support the implementation of a formal word study program in grades 4 and 5, strengthening alignment of high-quality instructional materials K-5.</li> <li>Pilot the EarlyBird dyslexic screener at Cedar School based on Student Intervention Team (SIT) identification.</li> <li>Develop and implement a partnership with the Institute for Multisensory Education (IMSE) and Kent State University through participation in a Tier I Orton-Gillingham (OG) research study.</li> <li>Establish a strategic partnership with Massachusetts General Hospital Institute of Health Professions (MGH)/ Written Expressive Language and Literacy Collaborative (WELL) and implement a structured writing approach in grades 4 and 5.</li> <li>Implement the Heggerty and Lively Letters programs in preschool.</li> <li>Increase the capacity and availability of our HPS Instructional Coaching model at Center and Hanover Middle Schools (Secure weekly designated coaching blocks for reading specialists/instructional coaches using a student-centered coaching model).</li> </ol> <p>Winter 2021 - 2022:</p> <ol style="list-style-type: none"> <li>Provide training of the Framing Your Thoughts (Tier 2 and 3) writing program for Cedar, HMS, and HHS special education teachers and staff.</li> <li>Implement the <i>Foundations</i> program in preschool.</li> <li>Select literacy program, procure materials, secure funding (CARES).</li> </ol> <p>Spring 2022:</p> <ol style="list-style-type: none"> <li>Review, evaluate, and determine the next phase of work with Landmark, IMSE, and MGH/WELL initiatives.</li> <li>Communicate a strategy to train and support staff on implementation of a new literacy program for September 2022.</li> </ol> |              |               |                      |     | X        |

|   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| 2 | <p><b>Special Education Program Evaluation and Student Intervention Teams</b></p> <p>I. Program Evaluation - Under the leadership of the Director of Student Services, an independent program evaluator will conduct a comprehensive study to identify the extent to which the special education programming is consistently and effectively implemented across the district and the extent to which parents are confident and informed about current practice.</p> <p>Fall 2021:</p> <ol style="list-style-type: none"> <li>1. Evaluator will engage in a program evaluation that includes a data and file review, stakeholder interviews, and program observations.</li> </ol> <p>Winter 2021 - 2022:</p> <ol style="list-style-type: none"> <li>2. Evaluator will provide an executive summary report that includes commendations and recommendations.</li> <li>3. Director of Student Services will present the final report.</li> <li>4. Leadership team will create an action plan based on findings.</li> </ol> <p>Spring 2022:</p> <ol style="list-style-type: none"> <li>1. Implementation of the action plan.</li> </ol> <p>II. Student Intervention Teams - Under the leadership of the Director of Student Services, the Student Intervention Team (SIT) process will be analyzed and improved to ensure consistency of data analysis, instructional practices and communication across the four schools.</p> <p>Fall 2021:</p> <ol style="list-style-type: none"> <li>1. Review and evaluate current SIT documents and procedures.</li> <li>2. Create and implement district-wide SIT meeting protocols that include member roles and responsibilities, the data collection process, meeting scheduling practices, progress monitoring methods and materials sharing.</li> </ol> <p>Winter 2021 - 2022:</p> <ol style="list-style-type: none"> <li>1. Establish system of storing and sharing individual student SIT history with relevant service providers utilizing our current student information system.</li> <li>2. Provide staff training.</li> <li>3. Implement new SIT procedures.</li> </ol> <p>Spring 2022:</p> <ol style="list-style-type: none"> <li>1. Evaluate the implementation of the new SIT process and make changes and adjustments as necessary.</li> </ol> <p>III. Parent Support Network (PSN) - Under the leadership of the Director of Student Services, and selected faculty representatives, this group will provide support for parents as their child enters the Individual Education Program (IEP) and/or transitions from preschool to kindergarten and grade one to grade two. The initial goal is to strengthen relationships, collaboration, and communication between home and school for students new to the IEP process and students who are transitioning to new schools at the elementary level.</p> <p>Winter 2021 - 2022:</p> <ol style="list-style-type: none"> <li>1. Recruit faculty representatives.</li> <li>2. Share the Parent Support Network plan with stakeholders (teachers, support staff, administration, School Committee, SEPAC, and Program Evaluator).</li> <li>3. Develop and publish Parent Support Network goals and design parent contact/intake form.</li> <li>4. Begin conducting Parent Support Network meetings.</li> </ol> <p>Winter/Spring 2022:</p> <ol style="list-style-type: none"> <li>1. Conduct Parent Support Network meetings.</li> <li>2. Evaluate the implementation and interest in the Parent Support Network, and make changes and adjustments as necessary.</li> </ol> |  |  |  | X |  |
|---|--|--|--|--|---|--|

## Development and Approval of District Vision Statement

|   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| 3 | <p>To develop and roll-out a current and relevant vision statement for the Hanover Public Schools. This process will be led by Russ Wilson (Center Assistant Principal), Ellen McLaughlin (Cedar Assistant Principal), and Terry Langton (K-12 Director of Health and Wellness/Cedar Teacher). The project will culminate with School Committee approval of a new vision statement in the spring of 2022.</p> <p><b>Fall/Winter 2021:</b></p> <ol style="list-style-type: none"> <li>1. Vision Statement Committee Leadership Team (VSCL) will establish a timeline, goals, and strategy for an inclusive process. VSCL will organize all activities and keep detailed records/minutes of each phase of the project.</li> <li>2. VSCL will develop an informative communication for the community about the purpose of this project, that will be shared broadly via the Superintendent in early November.</li> <li>3. VSCL will research best practices for developing a vision statement and will contact other districts that have recently done this work for guidance.</li> <li>4. VSCL, in collaboration with the Superintendent, will develop a community-wide survey to help define our core values, academic vision, and inclusive culture to inform and guide this process.</li> <li>5. The VSCL will recruit an inclusive Committee (VSC) of 8-10 members to steer and complete this work throughout the spring. The Vision Statement Committee (VSC) will include representation from staff, parents, students, and School Committee.</li> </ol> <p><b>Winter/Spring 2022:</b></p> <ol style="list-style-type: none"> <li>1. VSC, in collaboration with the Superintendent, will distribute the survey to all constituencies via multiple communication platforms.</li> <li>2. VSC will evaluate survey data and feedback, and to set the timeline and activities required to develop working drafts.</li> <li>3. VSC will hold a community feedback forum during the open survey period via Zoom to answer questions about the process, the survey, and to accept ideas/feedback.</li> <li>4. VSC will meet on a prescribed schedule and will develop final drafts by late March/early April.</li> <li>5. Final drafts will be made publicly available for feedback and then presented to School Committee by the end of April.</li> <li>6. VSCL will present a final draft to the School Committee for feedback and approval in early May 2022.</li> </ol> |  |  |  | X |  |
|---|--|--|--|--|---|--|

## Evaluation of Department Head Model at HMS and HHS

|   |   |  |  |  |   |  |
|---|---|--|--|--|---|--|
| 4 | <p>To evaluate the Department Head model (current pilot program) at HHS and HMS to determine the effectiveness of instructional leadership and support, as well as to determine budgetary sustainability and overall value of these positions to our academic growth and success.</p> <p><b>Fall/Winter 2021:</b></p> <ol style="list-style-type: none"> <li>1. Principals and Curriculum Director will facilitate and lead Department Head meetings to support the following goals: <ol style="list-style-type: none"> <li>a. Establish expectations and scope of responsibility for the Department Head position both at the building and district level.</li> <li>b. Ensure each department has a structure for curriculum review.</li> <li>c. Evaluate the current state of the curriculum documentation in each department.</li> <li>d. Develop goals to help improve classroom practices as well as student achievement.</li> <li>e. Plan and facilitate professional development activities within each department.</li> <li>f. Analyze assessment data to organize, facilitate, and support data meetings at each level/subject area with the focus on instructional improvement.</li> </ol> </li> </ol> <p><b>Winter/Spring 2022:</b></p> <ol style="list-style-type: none"> <li>1. Department Heads will oversee the development of curriculum documentation to include: <ol style="list-style-type: none"> <li>a. Public-facing curriculum guides, made available on the school's website.</li> <li>b. Determine and outline regular curriculum review cycle.</li> <li>c. Clear vertical articulation grades 5-12 and efficient transition from HMS to HHS.</li> <li>d. Internal scope and sequence documents, embedded with teaching resources.</li> <li>e. Common activities and assessments within each course.</li> </ol> </li> <li>2. Department Heads will provide leadership and support in additional areas, including: <ol style="list-style-type: none"> <li>a. Master schedule building process.</li> <li>b. Materials and textbook acquisition.</li> <li>c. Student Intervention Team meetings.</li> <li>d. Parent nights, School Committee meetings, NEASC accreditation, etc.</li> </ol> </li> <li>3. HHS and HMS Administration will provide an update and progress report to the School Committee in April 2022</li> </ol> |  |  |  | X |  |
|---|---|--|--|--|---|--|

## Pandemic Management: Keep Schools Open for the Duration of the School Year

|   |  |  |  |  |   |  |
|---|--|--|--|--|---|--|
| 5 | <p>To keep schools open at all times and to leverage every option for testing to ensure as many students and staff as possible safely attend school each day.</p> <p><b>September to June:</b></p> <ol style="list-style-type: none"> <li>1. To accurately and effectively monitor and evaluate all COVID cases for in-school exposures and to take effective measures to mitigate spread within all school sponsored activities.</li> <li>2. To continue to partner with MIH, Hanover BOH, and DESE to ensure the most comprehensive and active testing programs and protocols allowed by state and local public health officials are available to all students, staff, and families.</li> <li>3. To advocate at the State and local level for expanded “test and stay” options to ensure Hanover students are given every opportunity to stay in school using the most current testing protocols and resources available.</li> <li>4. To conduct weekly safety testing (pooled testing) to measure COVID presence within our school population and to take actions to mitigate spread with the least disruption to school attendance and school related activities.</li> <li>5. To use all resources and options available to prevent any closures at the building, classroom, team, etc. at all levels.</li> <li>6. To ensure each school has the human (nurses and support staff) and material resources (PPE and testing supplies) necessary to support our health services team.</li> <li>7. To provide frequent, accurate, and transparent information for the HPS community regarding all COVID issues including masks, testing, school-based issues, and to respond to community questions and concerns with accuracy and transparency.</li> <li>8. To implement timely, accurate, and efficient protocols (including accessing MIIS) for obtaining student and staff vaccination data that preserves confidentiality and provides District Health Services staff with information necessary to respond to DESE/DPH requirements.</li> <li>9. To ensure that the Leadership Team, in collaboration with the appropriate local and State public health officials, provides the School Committee with the data and guidance required to make informed decisions on all COVID related issues under local control.</li> </ol> |  |  |  | X |  |
|---|--|--|--|--|---|--|

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

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

|   | Unsatisfactory  | Needs Improvement | Proficient | Exemplary |
|---|---|-------------------|------------|-----------|
| <i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>  |   |                   |            |           |
| <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><br><i>(Circle/highlight one.)</i>  | The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling. |                   |            |           |

Unsatisfactory

Needs Improvement

**Proficient**

Exemplary

#### Comments and analysis:

Three of Mr. Ferron's goals for 2001-22 were crafted with the expectation that upon their completion, these goals will continue to strengthen overall programming, instructional practices, and student outcomes. After an extensive review of material and in collaboration with specialists, teachers and parents, Mr. Ferron and his administrative team determined the need for the implementation of a science-based literacy program in kindergarten through grade eight. Under the leadership of the Assistant Superintendent for Curriculum and Instruction, the District Literacy Leadership Team prepared, evaluated, selected, and implemented a new literacy program. After ongoing research and program evaluation of curricula grounded in the science of reading and with the collaboration of other high performing districts engaged in this work, the Literacy Leadership Team reviewed and piloted materials. A consensus of opinion based on the needs of teachers and students determined which program would be implemented. Additionally, the partnership with the Landmark School continued with a focus on Language-Based Programming (LBP), district-wide alignment, and professional development for all Special Education faculty. Teachers were offered professional learning to

support the implementation of a formal word study program in grades 4 and 5, strengthening alignment of high quality instructional materials K-5. An EarlyBird dyslexic screener based on Student Intervention Team identification was piloted at the primary school. A partnership with the Institute for Multisensory Education (IMSE) and Kent State University through participation in a Tier I Orton-Gillingham (OG) research study was developed and implemented as well as a strategic partnership with Massachusetts General Hospital Institute of Health Professions (MGH)/Written Expressive Language and Literacy Collaborative (WELL). The capacity and availability of the HPS Instructional Coaching model at elementary and middle schools (Secure weekly designated coaching blocks for reading specialists/instructional coaches using a student-centered coaching model) were increased. This program will have a direct effect on all student outcomes in K- 8 in the area of reading, which will ultimately help with outcomes in our math curriculum as well.

The second goal focused on an evaluation of the HPS Special Education Program and Student Intervention Teams. Under the leadership of the Director of Student Services, an independent program evaluator conducted a comprehensive study to identify the extent to which the special education programming is consistently and effectively implemented across the district and the extent to which parents are confident and informed about current practice. The evaluator provided a report including commendations and recommendations. An action plan was created based on the findings of the Independent Special Education Program Review and work has already begun. Continued improvement and student achievement will be the result of ongoing review and analysis.

The last goal demonstrating instructional leadership involved an evaluation of the Department Head Model at both the middle school and the high school. In both schools, department heads have been established and have been funded for the 2022-23 school year as well. Goals for the department heads have been developed and a plan is in place to use the department heads in many areas focused on increasing student achievement.

**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><br>(Circle/highlight one.)   | The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling. |                   |            |           |

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

As in 20-21, COVID presented significant challenges for Mr. Ferron in the categories of “management and operations.” Not only were District policies in flux, state and federal policies were changing which effected all categories from environment to human resources to transportation, programming and athletics. Mr. Ferron should be commended for his work on the District budget. With the departure of our long-time Assistant Superintendent for Business and Finance, Mr. Ferron onboarded a District Business Manager during one of the most challenging budget years (exacerbated by many factors including increased learning and emotional needs, staffing challenges, grants). With a new administrator responsible for the budget, Mr. Ferron stepped in to navigate the budget process, when prior years he did not have such responsibility. Mr. Ferron continues to approach the budget with transparency and collaborative approach. As a result of constant communication, he was able to secure support from the Board of Selectmen and the Advisory Council for the 2023 Operational Budget. 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. Mr. Ferron handled this increased involvement in the budget process expertly and should be commended.

**Examples of evidence superintendent might provide:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                      | <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> Analysis of staff feedback   |
| <input type="checkbox"/> Budget analyses and monitoring reports     | <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of student feedback                           |   |

## 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><br>(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 family and community engagement skills continue to be among his strongest assets and they have been invaluable this year. He ensures his timely communication with all stakeholders and provides the necessary and crucial information to keep all informed. Parent engagement over masks and vaccines has required clear, concise, timely and proactive communication. The superintendent and his team spent countless hours working one-on-one with parents and parent groups to listen, adjust, accommodate, and in many cases, mediate very challenging and conflicting issues and concerns.

### 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 |
|---|---|-------------------|------------|-----------|
| <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><br><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:

This year has had numerous challenges regarding curriculum and shared vision. For the first time in at least a decade, we had a parent challenge to curriculum surrounding optional DEI programming. Mr. Ferron navigated this issue with sensitivity and empathy, while providing support to teachers and minimizing disruption to instruction. Mr. Ferron has demonstrated extreme patience and professionalism in maintaining relationships with parents and showing respect for positions, regardless of agreement / disagreement on the substance of the arguments raised. Mr. Ferron's professionalism and respectfulness carried through when managing conflict within the district, even among staff. Through his work in this area, our schools have been able to return to normalcy that many other districts in the area did not experience.

He developed and organized the process involved in creating a new Vision Statement for the District. This had not been done for a number of years and he believed that such an activity would give the opportunity for administrators, faculty, parents and students to be involved to help define core values, academic vision, and an inclusive culture. His letter to the community emphasized that the Vision Statement reflects the best possible outcome that can be achieved in five years and that it should be concise, enduring, highly ambitious and easy to remember. A survey developed by the Vision Committee provided the data from the community that would help shape and define the Statement. The responses demonstrated that stakeholders wanted to become involved and the new Vision Statement along with a new Mission Statement will soon be presented to the School Committee for approval.

**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> |                |                   | X          |           |
| 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<br>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*.


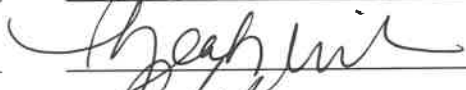
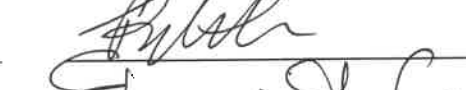
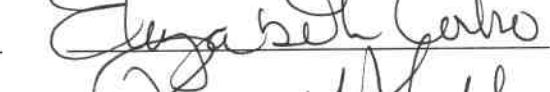


## Comments:

The challenges of the last few years have been many and Mr. Ferron has been asked to manage more than ever. He has managed his staff and administrators with excellence. We look forward to seeing the initiatives he has laid out in his goals come to fruition under Mr. Ferron's leadership.

Having been over a year since all students returned to in-person learning, a sense of normalcy has once again returned. Under the direction of Mr. Ferron, the district adapted to all conditions and protocols both state and local to ensure continuity of in-person learning and all student activities. All decisions were made with the priority of keeping students in school and as safe as possible in a normalizing environment. Hanover is regionally recognized as a district and community leading the way with this work and will continue to move forward strategically and thoughtfully.

During these turbulent times, Mr. Ferron remained strong and continued to always promote what was best for all students. His example provided encouragement, support and strength to School Committee members, other administrators and staff. Some of these situations could easily have gotten out of control; however, Mr. Ferron's demeanor and approach did not allow that to happen. Despite these challenges, he has taken on ambitious goals that benefit the entire school district. He has met or exceeded each goal that he set forth at the beginning of the year.

In summary, the superintendent has seized a rare opportunity coming out of the chaos of the pandemic to recover and put the district on an ambitious path for enhanced services, a new, innovative curriculum in Literacy, a more effective and accountable organizational structure, and set a new vision statement for the district. All the new initiatives will have lasting, high impact on our ability to deliver excellence and ultimately elevate student achievement.

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|------------------------|-------------------|--|-------------|
| <b>Superintendent:</b> | Matthew A. Ferron |  | 4/27/22     |
| <b>Evaluator:</b>      | Leah Miller       |  | 4/27/22     |
| <b>Evaluator:</b>      | Pete Miraglia     |  | 4/27/22     |
| <b>Evaluator:</b>      | Elizabeth Corbo   |  | 4/27/2022   |
| <b>Evaluator:</b>      | Ryan Hall         |  | 4/27/2022   |
| <b>Evaluator:</b>      | Ruth Lynch        |  | 4/27/2022   |
|                        | <b>Name</b>       | <b>Signature</b>   | <b>Date</b> |