Superintendent's Summative Evaluation

Kristen Cervantes

2022-2023

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
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.			Implementing a new curriculum district wide AND seeing results because of said curriculum is a huge undertaking. Matt has empowered his team to make decisions around the data from the implementation. All completion goals have been met, but we won't know about increases in achievement until the end of the year and really for the next couple of years.		

| 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. | | | All of the actions outlined in the goals are near completion. However, we've not seen the data or examples to show that our students on IEPs are achieving improved outcomes. | | |

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.				It's my understanding that, unfortunately, moving to the new system highlighted past accounting errors. Matt led the process forward in strong ways to help reactively solve for the challenges that were discovered, while also proactively thinking about what that means for the future using the system.	
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.			While most of the actions in this goal have been completed, we have yet to see the results… did they work to recruit and retain our staff?		
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.				The curriculum guides released are fantastic and an asset for Hanover parents/guardians. The next step would be to train families to use them as their go to - to understand what their students are experiencing so that more families see them as a resource.

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.		From a leadership perspective Matt did what he could to advocate for free full day K. He made progress with the costing structure and gathering the information so we could plan the short- and long-term impact. Ultimately it did not move forward, but that does not fall on matt and his leadership.		

Superintendent's Performance Rating for Standard I: Instructional Leadership

Mark with an "X" one box for each indicator and circle the overall standard rating.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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:

Matt does not have an instructional leadership background. However, he 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 add to the team. What is holding him back from exemplary in the instruction category is the "frequent" vs. "continually" language when it comes to setting rigorous measures of success, using multiple forms of data to monitor, and holding people accountable to the results. We have had a couple of instances (surveys, books, class make up, data presentations) that have come up as "misses" and moving forward with deeper monitoring around those measures of success we may see less surprise misses. One note on data driven – The team is incredibly data-driven but it is not clear to what end. Moving forward towards exemplary Matt can support his team on concrete goals to be able guide their data analysis.

Examples of evidence superintendent might provide:

- □ Goals progress report
- □ Analysis of classroom walk-through data
- □ Analysis of district assessment data
- □ Sample of district and school improvement plans and progress reports
- □ Analysis of staff evaluation data

- □ Report on educator practice and student learning goals
- □ Student achievement data
- □ Analysis of student feedback
- □ Analysis of staff feedback
- □ Relevant school committee meeting agendas/materials

- □ Analysis of leadership team(s) agendas and/or feedback
- □ Protocol for school visits
- □ Other: _____

Superintendent's Performance Rating for Standard II: Management and Operations

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

Indicator				
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**

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Comments and analysis:

From an operations and logistics perspective Matt is a strong leader. The schedules and school calendar are clear, aligned to as much academic time as possible and prioritize staff development as a fundamental to student achievement. We had a tough budget year and there is some opportunity to strengthen our budget messaging to be more consistent with goals for the district. From the HR perspective, there are places we can strengthen our hiring process to be skills based by asking people to complete activities or do sample teaching, OR to think innovatively about how we can retain staff. Much of that may be happening, but it is not clear from the larger messaging and since there are some places for staff development. Additionally – routine culture surveys among teachers would give us the information we need to proactively think about ways to improve.

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: _____

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

Perception is reality. There are several places where very loud families have been able to dictate 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 family outrage… Matt must support his team to create a culture where teachers know we have their backs.

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

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

Comments and analysis:

What hold Matt back from proficient here is an essential question "What does "high standards" mean?" There are several excuses (many legitimate!) around why we are held back from being good to great! We have a fantastic foundation in our shared vision of "soar and succeed" and we need to put that into a more concrete plan so the staff feels safe to try new things that will push us forward. At this point if we continue on the same path we will achieve the same results. Something must change to see the change we want to see and Matt can lead this culture shift as a first step.

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
		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:

Matt and I had a chance to meet. He is a fantastic leader particularly in a challenging time for public schools. My headline to Matt is that there is a public perception that we are fine with mediocrity. That means we need to either change perception or it's true and we need to change internally so that is not the case. I think we have a mixture of this going on and Matt can work to further define his high expectations and goals for his staff and they will soar to the challenge.

Superintendent: _____Matthew A. Ferron_____   _____   _____

Evaluator: _____   _____   _____

Name   **Signature**   **Date**