



Superintendent's Summative Evaluation

Libby Corbo

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.

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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.				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	<p>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.</p> <p>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.</p>				X	
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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 <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: Mr. Ferron is unquestionably dedicated to our students and schools. Following COVID, our student and family needs have escalated to a level that is unmanageable for one administrator. Mr. Ferron devotes a significant amount of time and energy to personally assisting parents and families with concerns and issues. While that level of devotion to families and students is commendable, these issues deplete his ability to "manage" the high-level issues. Mr. Ferron shows a tremendous amount of trust and faith in building level administration, but that must be tempered with accountability. We are considering expanding our Business Manager position to include more responsibilities and hoping that will allow Mr. Ferron more bandwidth to manage district operations and formulate strategies to address high priority areas for improvement, like HMS reading and math scores.

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

	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: Mr. Ferron is overall exemplary in this category. Budget, however, 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, we 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 special note is the tremendous collaboration Mr. Ferron has exemplified during the policy development process and the support provided by Mr. Ferron and his administrative team.

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
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 excels at communication and connection. He develops relationships and partnerships and fosters collaboration with his leadership style. This is Mr. Ferron's wheelhouse and 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.

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 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.

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ District and school improvement plans and reports
- ☐ Staff attendance and other data
- ☐ Memos/newsletters to staff and other stakeholders
- ☐ School visit protocol and sample follow-up reports
- ☐ Presentations/materials for community/parent meetings
- ☐ Analysis of staff feedback
- ☐ Samples of principal/administrator practice goals
- ☐ School committee meeting agendas/materials
- ☐ Sample of leadership team(s) agendas and materials
- ☐ Analysis of staff feedback

Other: _____

DESE Goals Summary: Complete tables above for Standards I-IV first; then check/mark with an “X” one box for each standard.

Indicators

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

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. *For new superintendents, performance is on track to achieve proficiency within three years.*

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

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations				X
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; circle/highlight one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (Check/Mark with an “X” only one.)

Low	Moderate	High
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Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*, or Impact on Student Learning rating of *high* or *low*.

Comments:

Mr. Ferron is an exemplary leader and has navigated our district through the most challenging times in education. His skills in team building, collaboration and communication are commendable.

Superintendent:	<u>Matthew A. Ferron</u>	<u></u>	<u></u>
Evaluator:	<u>Libby Corbo</u>	<u></u>	<u></u>
	Name	Signature	Date