



# **Superintendent's Summative Evaluation**

**Ruth Lynch**

**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
<b>District Improvement</b>						
1	<p><b>To increase student outcomes in the area of literacy.</b>  <b>Summary:</b> 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.  <b>Intended Change:</b> 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.</p>					X
2	<p><b>To improve outcomes for students receiving special education services.</b>  <b>Summary:</b> 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.  <b>Intended Change:</b> 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.</p>				X	

3	<p><b>Redesign of Budget and Personnel Management Systems.</b></p> <p><b>Goal Summary:</b> 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.</p> <p><b>Intended Change:</b> 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.</p>				X	
4	<p><b>To recruit and retain highly qualified special education staff.</b></p> <p><b>Goal Summary:</b> 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.</p> <p><b>Intended Change:</b> 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.</p>				X	
<b>Finalization and Publication of Forward Facing Curriculum Guides for Public Review</b>						
5	<p><b>Summary:</b> 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.</p> <p><b>Intended Change:</b> 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.</p>				X	
<b>Evaluate and Develop Funding Strategy for Free Full-Day Kindergarten (FDK)</b>						

6	<p><b>Summary:</b> 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>				
<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 measurable 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> <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:

Four of Mr. Ferron's goals for 2022-2023 were developed with the expectation that upon their completion, these goals will continue to strengthen instructional strategies and students' outcomes across grades K-8 in the area of literacy. 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.

Another goal focused primarily on those students receiving special education services particularly when transitioning between schools 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. Efforts to recruit and retain highly qualified special education staff will remain a top priority.

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.

Mr. Ferron has developed a sustainable strategy to develop a Free- Full Day Kindergarten in the very near future.

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's leadership continues to foster a collaborative, reflective teaching environment. These goals, which have been completed, clearly demonstrate Mr. Ferron's commitment to student achievement and he is to be highly commended for his vision and dedication to the District.

**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
<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

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

<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				X
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.			X	

<b>Overall Rating for Standard II</b> <b>(Circle/highlight one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

Mr. Ferron is to be commended for his continual transparency and collaborative approach to dealing with financial decisions. He continues to adapt to the financial challenges because of the pandemic which resulted in additional required staff. The School Department incurred non-discretionary expenses related to student support services significantly beyond the appropriate FY23 budget. He continues to pursue extraordinary relief from the State through the circuit breaker program and other funds. He strategizes plans to invest in human and academic resources. As a result of constant communication, he was able to secure support from the Board of Selectmen and the Advisory Council for the 2024 Operational Budget. Even though two School Committee members disagreed with Mr. Ferron's approach in handling these budget shortcomings, he was able to resolve these issues and the 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.

**Examples of evidence superintendent might provide:**

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Goals progress report</li> <li><input type="checkbox"/> Budget analyses and monitoring reports</li> <li><input type="checkbox"/> Budget presentations and related materials</li> <li><input type="checkbox"/> External reviews and audits</li> <li><input type="checkbox"/> Staff attendance, hiring, retention, and other HR data</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of student feedback</li> <li><input type="checkbox"/> Analysis of staff feedback</li> <li><input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant school committee meeting agendas/minutes/materials</li> <li><input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials</li> <li><input type="checkbox"/> Other: _____</li> </ul> |
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## Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				X

<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				X
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.				X
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.				X
<b>Overall Rating for Standard III</b> (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. This work can be demanding and time consuming; however, evidence exists that his approach has proven to be very valuable especially during these financially difficult times.

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
<i>Mark with an "X" one box for each indicator and circle the overall standard rating.</i>				
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X

<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.			X	
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.				X
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.			X	
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				X
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.				X

<b>Overall Rating for Standard IV</b> <b>(Circle/highlight one)</b>	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis:**

Mr. Ferron 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 new adopted vision statement and motto "soaring to success" has become an integral component of Hanover students.

**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
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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:**

According to DESE standards – “A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally and statewide.” Thus, without reservation, Mr. Ferron’s leadership style and performance is truly **exemplary**. He is a role model to others in educational leadership positions as he is committed to high standards of service, teaching, and learning.

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. Other district superintendents in the surrounding area often look to him for advice. Hopefully, Mr. Ferron will choose to stay in Hanover for many more years “until the work has been completed.”

**Superintendent:**

Matthew A. Ferron

**Evaluator:**

Ruth Lynch

Ruth A. Lynch

April 30, 2023

**Name****Signature****Date**