# Superintendent's Summative Evaluation

# Pete Miraglia

# 2022-2023

# Superintendent's Performance Goals

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

Top of Form

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

| # | | C1 | C2 | C3 | C4 | C5 |
|---|---|---|---|---|---|---|
| 3 | **Redesign of Budget and Personnel Management Systems.**<br>**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.<br>**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.**<br>**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.<br>**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.<br>**Intended Change:** If HPS curriculum guides are clear, comprehensive, and available for parent/guardian/community member's review in an understandable and transparent format, then parents, guardians, and students will be aware of the learning objectives of each course to make informed decisions about course selection, student expectations, and course content. | | | | | X |
| **Evaluate and Develop Funding Strategy for Free Full-Day Kindergarten (FDK)** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | **Summary:** HPS is one of very few school districts in MA charging tuition for FDK. It is generally agreed upon that available and accessible free FDK has educational and social benefits for all children.<br>Intended Change: If HPS can develop a sustainable strategy to eliminate FDK tuition, then all Hanover children will have an equitable access for FDK consistent with over 90% of MA public school districts. | | | | X | |

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

*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:**

This year saw the rollout of three notable initiatives as proposed in superintendent goals under instruction and learning, including implementation of a new literacy program in grades K-8, curriculum guides, and a return to a detailed presentation of student assessment data. The new literacy program "science of reading" is critical to improving student achievement in literacy subjects at early stages. The curriculum guides were developed to enable greater streamlining across teaching teams and transparency on curriculum roadmaps for each course offered. Student assessment data for several standard test and diagnostic tools were organized and presented to the school committee, including MCAS, SAT, AP, Dibels, and iReady. Regular presentation, analysis, and discussion on data enables our district to make important data-driven decision to improve student learning, growth, and post-secondary school opportunities more effectively. This year also marks the 2nd year of establishing the department head model, which has enabled progress and accountability in delivering curriculum.

Expectations always remain high in instruction and learning and progress in these initiatives put us on the right track in improving student achievement and keeping us on the path of a high performing district.

**Examples of evidence superintendent might provide:**

- □ 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 |
| **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. |
|---|---|

**Unsatisfactory**          **Needs Improvement**          **Proficient**          **Exemplary**

**Comments and analysis:**

There were numerous operational challenges to navigate in this past year, including a surge in inflated student service costs, a surge in service demand, widespread internet bandwidth limitations, and shortages in the labor market. The surge in inflated costs led to a 2023 budget overrun and underestimation in 2024 budget costs that was not realized until after our initial budget proposal to the town manager. A new system is being developed for budgeting, per superintendent goals, that will enable better forecasting and tracking, which will be acutely needed going into the 2025 school year. All of the other challenges were actively communicated, put on a corrective path, and worked toward resolutions.

**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

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

**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.* | Unsatis factory | Needs Improv ement | Proficie nt | Exempl ary |
| --- | --- | --- | --- | --- |
| **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:**

Professional Culture is an area in which the superintendent has an outstanding track record of performance, and this year was no exception. The district has very dedicated and loyal staff, which is a trend that continued beyond the pandemic years. We are fortunate in HPS to have and retain such dedicated administrators and staff. Additionally, deliberate efforts were made gather data and self-reflect on staff retention in special education, which will prove critical as student service demands continue to trend upwards.

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

In summary, the superintendent continues to raise the bar in meeting superintendent goals to improve teaching and learning and streamline operations. There are a number of new initiatives that the superintendent is rolling out that are critical to improving teaching and learning, including the new Literacy program, our first curriculum guides, and a return to review of student assessment data. Operational streamlining is of great importance as we experience budgetary pressures in the coming years. This year saw capacity building in the department head model, redesign of the budget and management systems, exploration of teach retention in special education, and more alignment/consistency in the IEP process. All the new initiatives will have lasting, high impact on our ability to deliver excellence and ultimately elevate student achievement. I look forward to the implementation and maturation of the new initiatives in years to come.

**Superintendent:** Matthew A. Ferron

**Evaluator:** Peter Miraglia

| Name | Signature | Date |