

Evaluator: Kim Booker



**Superintendent's Summative Evaluation
2018-2019**

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 |
|----------------------|---|--------------|---------------|----------------------|---|----------|
| District Improvement | | | | | | |
| 1 | <p>The Hanover School System aspires to exceed our current capacity to deliver research based, impactful, effectively aligned, comprehensive literacy skills and strategies for students of all abilities; pre-kindergarten through graduation.</p> <p>Under the leadership of the Assistant Superintendent for Curriculum and Instruction, we will implement teacher centered training to raise the instructional capacity of HPS staff. This increased capacity, in turn, will support the development of exceptional readers, writers, and thinkers by incorporating the essential components of a balanced literacy program: phonics, phonemic awareness, comprehension, vocabulary, fluency, and writing.</p> | | | | X* this will take several years to fully implement | |

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| 2 | <p>To successfully phase, plan, and support the new grade level configuration of Center/Sylvester and Cedar Elementary Schools by identifying the most challenging issues for our students, staff, and families over the 2018-2019 school year and addressing these issues in a strategic and systematic manner.</p> <p>We will work to identify all opportunities and challenges related to the elementary school reconfiguration including operational and fiscal issues, appropriate staffing levels and programming, understanding and strengthening culture and climate, safety and security strategies, as well as managing the logistics related to the multiple phases of moves.</p> | | | | X | |
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Professional Practice/Community Engagement

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| 3 | <p>To develop and implement the use of Podcasts to increase HPS community awareness regarding student accomplishments, district initiatives, and to address any current events that may have an impact on our district.</p> <p>To develop and implement a Podcast series to inform the greater HPS community on important issues and exciting work that is going with our students.</p> | | | | | X |
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Step 2: Assess Performance on **DESE** Standards

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 measureable 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 | |

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| 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: Literacy is fundamental to a child's development. It is the foundation of education—a basic core tenant of a good education. Without proper literacy instruction the outlook for so many of our children is grim. Although it is a basic component of education, it is not easy. I am impressed that you did not shy away from this enormous task as many school districts have done in the past. Instead of brushing aside the concerns of so many you embraced this work in the Read 2700 initiative. I have been impressed with the district's commitment to literacy. I was impressed that there was clear collaboration in the literacy working group and that the working group had the 5 essential reading components and included in its definition of balanced literacy. "Balanced literacy is an approach to teaching literacy where you integrate authentic reading and writing experiences with systematic instruction in areas like phonemic awareness, phonics, word study, vocabulary, and comprehension."

I look forward to tracking the progress of the literacy initiative in the next few years. I do think we need to track the progress closer than we have in the past. For example, the school committee usually only receives the MCAS, SAT and AP scores in the yearly updates. As you are aware the MCAS has changed dramatically over the last few years. Many years are not comparable to the past years. We also used the PARCC for several years. As such more tracking is required. Since we have access to the BAS (Baseline Assessment System) and the iReady, I would like the literacy to be tracked using these or similar test and presented to the committee on a yearly basis. The iReady and BAS data from last year was from the end of the year and the data from this year is the middle of year so they were not easily tracked for this evaluation. I would like to see data points from the same testing source to track and monitor progress.

The number of students with special needs continue to increase every year. Although this concern is not unique to Hanover, we need to plan and prepare our school system to meet these challenges. There has been significant change at the administrative level for students with special needs over the last few years. Although change can be good, it also can be disruptive to the families who have students with special needs. I am not sure the answer, but I would like to see us review our special education policies and staffing. This should be done on a consistent basis. I would also like to see the administration check in with the special education staff and review our current caseloads and staffing to determine if we are staffed appropriately.

In the future, when contracting with a consultant, I would like to look closely at the resources that person can provided. This past year we consulted with Dr. King for tiers 2 and 3 literacy. Unfortunately, Dr. King was unable to continue working with the district. That left a school year without the tiers 2 and 3 support it needed. I am very happy to hear that Hanover is contracting with the Landmark school going forward. Having an institution behind the consultant will not leave Hanover without the resource especially after developing a resource and spending time and money on that resource.

With the math and literacy initiatives our standardized scores should increase. However, over the last few years during the SAT updates there have been comments that surrounding towns employee or offer classes that help boost the scores for its students. I would like to see a cost analysis for Hanover to determine if this is feasible for our town. I would also like to see data from the towns that do offer SAT classes on to determine if there has been an increase in scores.

Examples of evidence superintendent might provide:

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|---|---|---|
| <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

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: This past year the district went to great lengths to hire very proficient and educated reading specialists. It was clear from the presentation that knew their field. I was impressed with their knowledge of the components of reading and their passion of the field. I look forward to watching the implementation of their coaching in the next few years.

I was also impressed that the new director of student services has streamlined the SST (Student Support Teams). Many of the SEPAC members attended his presentation for the school committee and then asked follow up questions about the SST at the SEPAC meeting. Each building was able to describe how the SST worked. It was great to hear that so many people collaborate on a consistent basis on behalf of students. It was also good to hear how the teams work differently based on age and need.

As stated above, there has been significant change in the administration level for students with special needs. Further, there has been some concerns raised about the delivery of ABA tutoring and the needs of our Autism population. These concerns have been

raised at SEPAC meetings. Special education is an area that needs to be consistently monitored. I would like the district to be more proactive and not reactive. That is, I am concerned that some of these areas are only addressed after a parent raises them as a concern. A better process to identify the needs of our special education population needs to be implemented. I do not know what that process is or should look like. Although parents can become experts based on their child's needs we should look at our own experts.

I am glad that the school has moved up the notice dates for the Extended Year Services. That was a SEPAC initiative that hopefully is implemented.

Examples of evidence superintendent might provide:

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|---|--|--|
| <input type="checkbox"/> Goals progress report | <input type="checkbox"/> Analysis of student feedback | <input type="checkbox"/> Relevant school committee meeting |
| <input type="checkbox"/> Budget analyses and monitoring reports | <input type="checkbox"/> Analysis of staff feedback | agendas/minutes/materials |
| <input type="checkbox"/> Budget presentations and related materials | <input type="checkbox"/> Analysis of safety and crisis plan elements | <input type="checkbox"/> Analysis and/or samples of leadership team(s) |
| <input type="checkbox"/> External reviews and audits | <input type="checkbox"/> and/or incidence reports | schedule/agendas/materials |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data | | <input type="checkbox"/> 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: Hanover does a great job of engaging its community. This year there was a notable inclusion of podcasts. It offered another opportunity to engage with the public.

Communication is and continues to be your greatest strength. You are very good at getting the important information out to the school community. You are also exceptional dealing with parents and parental concerns.

Although geography does not always allow, if there are building to building activities it should include all buildings and offered to all members of the administration of all buildings.

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.

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| | | | X |
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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: Over the last year it is clear that you have a commitment to high standards with the implantation of the Read 2700 initiative. The students of Hanover are good people. There are often times many vendors reach out to you to compliment the way Hanover students represent the community. You have developed a community of continuous learners.

Great job!

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>Unsatisfactory = 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>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. <i>For new superintendents, performance is on track to achieve proficiency within three years.</i></p> <p>Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.</p> <p>Exemplary = 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 | | | | |
| 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:

This past year you have demonstrated that you will not back down from a challenge. The Read 2700 initiative is an enormous undertaking. Yet you were able to make it happen. I appreciate that about you. You were able to assemble, hire, and motivate a team of experts that identified the literacy concerns and determine a plan of action.

You also helped to manage the Center School project well.

Keep up the good work.

Superintendent: Matthew A. Ferron

Evaluator: Kimberly Booker
Name

Kimberly Booker
Signature

4/1/19
Date

